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ABSTRACT

Through the use of questionnaires, this study examines the levels of satisfaction of teachers in Alberta with aspects of their conditions of employment. Relationships between these satisfaction levels and other variables including age, sex, and experience were also examined. Free responses were solicited to provide information relevant to Herzberg's classification of satisfaction and dissatisfaction variables into "motivators" and "hygiene factors." In addition, teachers were invited to list changes in working conditions that they would like to see introduced by 1980, and to comment on any of the matters presented in the questionnaire. Data were gathered during 1975-76 from a stratified sample of teachers from 21 Alberta school systems. The factors identified as contributing most to overall teacher satisfaction were related to "working with students." Factors that contributed most to overall dissatisfaction were related to "attitudes of society and parents," "administration and policies," and "physical conditions." Among the changes respondents wanted to see made in working conditions by 1980, "smaller classes" and "more preparation time" led the list. (Author/JG)

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TEACHER SATISFACTION: AN ALBERTA REPORT

E.A. HOLDAWAY

EA 010 445

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SATISFACTION OF TEACHERS IN ALBERTA WITH THEIR WORK AND WORKING CONDITIONS

Report of a Study

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January, 1978

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PREFACE

The idea for this study developed while I was on sabbatical leave visiting school systems in Europe, Australia and New Zealand. A continuing interest in personnel matters gave support to the idea. Changes in personnel practices should be based, at least in part, upon how teachers feel about their work and working conditions, but comprehensive information about such feelings is rarely available.

This monograph is meant to serve two main purposes. First, it provides information and opinions concerning how teachers feel about their work and conditions of employment--these should be of interest to educators, trustees, and the general public. Second, it reports on methodology and detailed findings which may be of interest to researchers in the area of job satisfaction.

Financial support for the study was provided by The Alberta Advisory Committee for Educational Studies. This is gratefully acknowledged, as without this assistance the research could not have been conducted.

In preliminary stages, advice on matters related to the questionnaire and sample were obtained from Dr. J.E. Reid, Alberta Department of Education, and Dr. N.P. Hrynyk and Mr. J. Berlando, The Alberta Teachers' Association. The ATA kindly agreed to approve the study and recommended it to its members.

Assistance with various aspects of the project was provided by many graduate students in the Department of Educational Administration,

The University of Alberta, including Derek Baker, Helen Danahy, Ken Gilbert, Terry Keleher, Doug McCulloch, Ian Nicholson, Michael Reikie, Dale Sommerville, Doug Weir and Mary-Jo Williams. Collins Meek wrote most of Chapter 2 and helped in many other ways. Dr. Steve Hunka and Mrs. Christine Prokop, The University of Alberta, provided invaluable help with the data analysis.

Thanks are also expressed to all of the teachers who gave their time to respond, with many providing great detail. These personal opinions helped greatly to make the study more interesting and interpretive. Several officials in the central offices of school systems were willing to discuss the findings, thereby providing very useful insights.

Permission to reproduce the two cartoons in Chapter 8 was obtained from the Edmonton Journal and the Winnipeg Free Press. The editors and artists are sincerely thanked for their cooperation.

Members of the Department of Educational Administration provided valuable editorial comments: Fred Enns, David Friesen, Leslie Gue and Abram Konrad should be specifically mentioned. Bob Bryce arranged for production of the report.

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E.A. Holdaway,
Edmonton, Alberta.
1978

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CHAPTER 1

INTRODUCTION

During the 1970's considerable interest developed in how people feel about their jobs and in the degree of fulfilment that they achieve in their work. One well-known recent publication is Studs Terkel's Working, which received excellent reviews for its important insights into the feelings of Americans in a wide variety of occupations. Dan Lortie's Schoolteacher (1975) recently provided detailed information on how teachers feel about their jobs.

Considerable interest is being expressed in the "quality of work life." This was the subject of three articles by Taddeo and Lefebvre in 1976-77 in The Financial Post. In the December 18 issue they stated:

> Improving QWL means tackling simultaneously four major facets of the workplace: economic and social security, payment proportionate to one's contribution, development of pride in the work, increased areas of self-management.

Lawler (1973:63) states why this activity is important:

> What happens to people during the work day has profound effects both on the individual employee's life and on the society as a whole, and thus these events cannot be ignored if the quality of life in a society is to be high.

Nevertheless, in spite of this developing interest, not a great deal is known about how teachers view their work. The 1975-76 study which forms the basis of this report attempted to provide more information on this topic. Through the use of questionnaires, the study examined the levels of satisfaction of teachers in Alberta with aspects of their conditions of employment and work. Relationships between these satisfaction levels and other variables including age, sex and experience were also examined. Free responses were solicited to provide information relevant to Herzberg's (1966) classification of satisfaction and dissatisfaction variables into "motivators" and "hygiene factors." In addition, teachers were invited to list changes in working conditions that they would like to see introduced by 1980, and to comment on any of the matters presented in the questionnaire.

The investigation was prompted by the author's perceptions (1) that insufficient recent data were available in Alberta about how teachers felt about their work, and (2) that Herzberg's global view of job satisfaction and his dichotomous classification of variables into "satisfiers" and "dissatisfiers" had obscured the fact that satisfaction levels could be measured on a continuous basis for many variables related to specific aspects of employment. Although many studies have been conducted since Frank Chase's pioneering study in the U.S. in 1952 on the satisfaction of teachers with their work, changing conditions require that these studies continue. The following are some examples of such changes:

1. the mean number of years of formal education obtained by teachers is increasing;

2. increasing dissatisfaction is being expressed in the media and some other aspects of the community with the effectiveness of formal schooling;

3. financial restrictions are being imposed following substantially increased funding in the 1960's;

4. changes in attitudes of pupils are occurring towards learning and authority, particularly at the secondary level; and

5. changes in authority relationships and preferred patterns of involvement in decision-making process are becoming more evident.

How teachers feel about their work and their employment conditions should be of interest and importance to officials in provincial departments of education and school districts, to school trustees, to staff in faculties of education, to organizations of trustees and teachers, and to the general public. Conditions which can adversely influence school effectiveness or human fulfilment should be investigated and altered if such alterations are necessary and feasible. This is essential because of the over-riding influence of some dissatisfiers. For example, continual aggravating actions of an incompetent principal can quickly overcome the positive feelings which a teacher may have towards his/her work in general. Administrators and trustees do have the capability to remove or reduce some sources of dissatisfaction. Amelioration of some other dissatisfiers is more in the domain of individual teachers and the associations which represent teachers.

This monograph includes a review of relevant literature, methodology of the study, data and analyses, opinions, and some comments related to possible implications of the findings. Initially the author

did not intend to include in this report any of the actual comments provided by teachers. However, because these comments provide such highly valuable insights into teachers' feelings, and because such comments are rarely available in printed form, their inclusion in an anonymous manner appeared to be warranted.

CHAPTER 2

LITERATURE REVIEW

Many definitions exist of employee or job satisfactions. Some of these are abstract definitions, but most are operational, being precisely defined by the researcher or investigator attempting to study job satisfaction empirically. In general, all of these definitions emphasize either an affective or a behavioral orientation. In the affective category are such definitions as "Job satisfaction and dissatisfaction are complex emotional reactions to the job," (Locke, 1969: 314); ". . . a feeling which has arisen in the worker as a response to the total job situation," (Dunn and Stephens, 1972:318); ". . . persistent feelings toward discriminable aspects of the job situation," (Smith, et al., 1969:37); and ". . . the difference between what a person thinks he should receive and what he feels he actually does receive," (Porter, cited in Lawler, 1973:64). In the behavioral category of definitions are those such as ". . . a willingness to remain within the current school organization despite inducements to leave," (Belasco and Alluto, 1972:44; following the approach of March and Simon, and Katz and Kahn);

and". . . readiness to teach again," (Lortie, 1975:91), i.e., readiness to choose teaching again as a career.

Regardless of whether the definition treats job satisfaction in an affective or a behavioral manner, these conclusions can be drawn: (a) job satisfaction has been viewed both as a single global concept, i.e., "overall job satisfaction," and as a multi-dimensional concept, i.e., "satisfaction with various facets of the job situation," and (b) job satisfaction has generally been viewed as an outcome, not a determinant. In some early studies (Mayo, 1933; Roethlisberger and Dickson, 1939), job satisfaction was treated as a determinant of worker productivity, but most of the later studies have focused on the determinants of job satisfaction itself. Thus, various conceptual frameworks have been developed to relate job satisfaction to posited determinants. Examples of these are outlined below.

CONCEPTUAL FRAMEWORKS

According to Dunn and Stephens (1972:371), the development of a general theory of employee satisfaction still lies ahead. The situation in education specifically is also seen by Miskel, et al., (1975:38) to be relatively undeveloped:

> . . . descriptive, explanative, and predictive theoretical models, and also comparable empirical investigations which specifically relate to the work attitude of educators, are limited in number and scope.

However, as mentioned above, a number of conceptual frameworks or "mini-theories" have been developed. In general, these fall into three domains, as implied by Locke (1969:309): (a) those that take the "subjective" view, i.e., that the determinants of job satisfaction

reside within the worker; (b) those that take the "intrinsic" view, i.e., that the determinants lie within the job itself; and (c) those that take the "interactionist" view, i.e., that job satisfaction is a consequence of a complex interplay between the worker and his job situation.

A "Subjective" Framework

Maslow's (1954) "hierarchy of needs" provides an example of a conceptual framework which falls into the "subjective" domain. Satisfaction is related to human needs, which are posited as being in ascending order of importance for the organism. Following Maslow, Porter, et al. (1975:42-43) suggested that "existence," security, social, esteem, autonomy, and self-actualization needs exist for workers in organizations.

Satisfaction is held to obtain when one of the "lower-order" needs is met, and that need, once satisfied, is seen as no longer motivating. Porter, et al. (1975:43) both support and question the "hierarchy" concept:

> There is strong evidence to support the view that unless the existence needs are satisfied none of the higher-order needs will come into play. There is also some evidence that unless security needs are satisfied, people will not be concerned with higher order needs (Cofer & Appley, 1964: Alderfer, 1972). There is, however, little evidence to support the view that a hierarchy exists once one moves above the security level (Lawler & Suttle, 1972). Thus, it is probably not safe to assume more than a two-step hierarchy, with existence and security needs at the lower level and all the higher-order needs at the next level. It is safe to assume that unless the lower-order needs are satisfied, the others will not come into play in any major way.

In the organizational context, pay, for example, may allow the worker to satisfy several needs, including existence needs, security needs, and even esteem needs.

An "Intrinsic" Framework

A different conceptual framework is Herzberg's (1959; 1966) "dual-factor" construct, which may be said to fall into the "intrinsic" domain. He claims that a dichotomy exists, with intrinsic satisfaction factors (achievement, recognition, work itself, responsibility, advancement and possible growth) being distinct from extrinsic dissatisfaction factors (company policy and administration, technical supervision, working conditions, salary, relationships with superordinates, relationships with subordinates, relationships with peers, status, job security, and personal life). The former he calls "motivators" and the latter he calls "hygiene factors." He claims that the hygiene factors need to be effectively present, but they do not motivate employees. Porter, et al. (1975:299) again both support and question this two-factor framework: they state that the Herzberg approach has gained wide acceptance among managers and has stimulated a great deal of empirical research. However, a number of researchers have been unable to provide empirical support for Herzberg's major tenets. Porter, et al. (1975:300) note:

> Aside from the difficulties in obtaining consistent empirical support for the original two-factor dichotomy, problems on the conceptual level arise when one attempts to use the theory to understand how jobs should be designed for optimal work effectiveness and employee satisfaction. The implementation of the theory in the AT & T studies (Ford, 1969) assumes that the presence of the motivating conditions (i.e., recognition, achievement, etc.) can potentially motivate <u>all</u> employees. And indeed, such an assumption is not inconsistent with published statements of the theory; it appears in fact that the theory has not yet been elaborated to specify the way in which characteristics of workers interact with the presence or absence of the motivators in affecting worker performance and satisfaction--or even if such an interaction is to be expected. Data reviewed . . . have suggested strongly that the characteristics of workers <u>must</u> be considered if the impact of job design on worker affective and behavioral responses is to be fully understood.

Two "Interactionist" Frameworks

Locke (1969:321) supports Porter's insistence on the need for an "interactionist" approach and states that "Vroom (1964) has offered one of the most consistent interactionist models to date." The Vroom model accounts for individual worker differences and relates worker motivation to the accomplishment of organizational goals. It does this by a two-stage linking of personal goals such as promotion, mobility, or higher income (level two outcomes) to organizational goals such as work performance (level one outcomes). As the worker attempts to satisfy his desire for his own level two outcomes, these are instrumental in motivating him to accomplish the organization's level one outcomes. The valence of a level two outcome is defined as a person's anticipated satisfaction with personal goals not yet achieved, while the valence of a level one outcome is defined as a person's actual satisfaction with organizational goals now being attained. Locke (1969:322) objects to the double usage of the valence concept and states:

> Both usages of the term valence indicate that it refers to the result of an appraisal of some (anticipated or attained) object or situation. Vroom takes the individual's valence or liking for an object as the starting point of his explanatory scheme; a given valence is then explained in terms of other valences.
>
> But there is no explanation of what an appraisal is, nor where the first appraisal(s) or valences came from. Desires and satisfactions are not psychological primaries. They result from estimating the relationship between some perceived object or outcome and one's value standards. The causal concepts are perception, value and value judgment; the resultants are emotions such as desire, satisfaction, attraction, etc.

Locke (1969:322) points out that Vroom's model does not really explain satisfaction at all (except in terms of other satisfactions), but

accounts for choices and overt actions which are consequences of a person's satisfaction and anticipated satisfactions. If this is accepted, it makes Vroom's model the only one in the literature which links increased job satisfaction directly to one of its concomitants, namely, increased worker performance, originally proposed by Mayo (1933).

However, this takes Locke away from his primary task of building a model which would predict job satisfaction in the first place. As Locke (1969:322) points out, theorists such as Vroom fail to distinguish between the degree to which a person wants a particular object or outcome and the amount of the object or outcome that he wants. For example, two workers might each prefer the same amount of involvement in decision-making, but the importance each attaches to that amount of participation might differ.

Locke's "interactionist" model attempts to explain and predict job satisfaction. Locke (1969:316) defines job satisfaction as ". . . the pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating one's job values." Job satisfaction and dissatisfaction, then, are seen as ". . . a function of the perceived relationship between what one wants from one's job and what one perceives it as offering . . ." (Locke, 1969:316). He abstracts three elements from the appraisal process:

1. the worker's perception of some aspects of the job;
2. the existence of an implicit or explicit value standard in the worker; and
3. a conscious or unconscious judgment by the worker of the relationship between (i.e., the discrepancy between) his perception(s) and his value(s).

Locke (1969:319) states that values are neither solely intrinsic nor solely subjective, but are relational: ". . . value judgments are estimates of the significance of perceived facts against a man's value standards." He summarizes the need for his value-percept discrepancy model:

> The causes of job satisfaction are not in the job nor solely in the man but lie in the relationship between them. The prediction of job satisfaction necessarily requires an interactive approach--not because [numerous] correlational studies have "proved" it, but because of the nature of man and the evaluation process.

This model underlines the teacher satisfaction study described in this report. Although intensity of satisfaction and value importance cannot be directly measured by any known physical or psychological unit, the ordinal scale used in this study provides a proxy measure. Value importance, as Locke (1969:331) demonstrates, is ". . . included in and reflected by the satisfaction ratings (to the extent that they are valid)." Locke sees overall job satisfaction as the sum of the appraisals of the different aspects of the job situation.

Lawler (1973:64) feels that the distinction between overall and facet or factor satisfaction is important when examining the area of job satisfaction. He has defined overall satisfaction as "a person's affective reactions to his total work role . . . " and facet satisfaction as ". . . people's affective reactions to particular aspects of their job."

MEASUREMENT PROBLEMS

All of the usual difficulties that attend the attempt to measure any attitude are present in job attitude studies. The major problem

is that of validity. Smith, et al. (1969) undertook a ten-year project to resolve that problem in industrial settings. The result was the development of a job satisfaction instrument--the JDI (Job Descriptive Index)--possessing both convergent and discriminant validity. The JDI contains a series of sub-scales, measuring both overall job satisfaction (in an "evaluative--general--long-term" framework) and satisfaction with discriminable aspects of the job (in a "descriptive--specific--short-term" framework) for a wide variety of industrial jobs and workers. The five main sub-scales test for satisfaction with the work itself, with pay, with promotion, with supervision, and with co-workers. The questionnaire used in the study of teacher satisfaction reported in this monograph also contains an overall satisfaction measure plus sub-scale items, but an ordinal rating scale was used rather than the checklist of the JDI.

RESEARCH FINDINGS

Despite the inherent conceptual and measurement difficulties, numerous studies of job satisfaction have been undertaken in industry and education. One of the early beliefs emerging from the Hawthorne studies (Mayo, 1933) was that satisfaction and productivity were positively related. The notion that "a satisfied worker is a productive worker' has persisted in spite of the fact that a number of studies have cast strong doubt on the proposition. Reviews of the satisfaction-productivity studies by Brayfield and Crockett (1955) and Vroom (1964) indicate that there is no systematic relationship between job satisfaction and worker performance or productivity.

In education, Knoop and O'Reilly (1976) measured the job satisfaction of 322 randomly selected elementary school teachers from 75 schools in three Canadian urban school districts, using the Job Descriptive Index (Smith, et al., 1969). School performance was also measured, using Georgopoulos and Mann's (1962) instrument for subjectively measuring hospital effectiveness, adapted for school use.

The results of t tests indicated that the mean level of job satisfaction of teachers in a school is positively associated with the overall effectiveness of that school. Higher levels of satisfaction with work itself, with supervision, and with co-workers were associated with higher overall school effectiveness. Satisfaction with pay and promotion did not seem to be related to school effectiveness. Knoop and O'Reilly (1976:12) conclude that although ". . . the correlations reported . . . are higher than those of similar studies, it is evident that many other personal and situational factors also account for effectiveness." Furthermore, the authors state that the direction of causality is only assumed. Lawler and Porter (1967) suggest that job satisfaction is a result of, and is dependent upon, good performance, rather than vice versa.

Because outcomes of satisfaction seemed so elusive--except for the finding by Porter and Steers (1973) that satisfaction was a useful predictor of turnover and absenteeism--job satisfaction itself became an important focus of study. Furthermore, as Smith, et al. (1969:3) observed: ". . . the improvement of satisfaction is of humanitarian value . . . satisfaction is a legitimate goal in itself." Consequently, many studies began to focus on the determinants of job satisfaction rather than the outcomes.

Griffiths (1956:145) suggested that:

> In many respects, teaching is the least satisfying of all the professions because it is so difficult to see the result of one's labors. The lawyer wins a case, the doctor cures a patient, the artist paints a picture, but the teacher rarely sees any concrete, tangible results of his work.

What, then, are the sources of job satisfaction for teachers? Blocker and Richardson (1963) reviewed 25 years of research on job attitudes and concluded that the administrator was the key variable. High quality teacher-administrator relationships and high quality leadership were associated with higher teacher morale. As noted above, Knoop and O'Reilly (1976) found that satisfaction with co-workers was the most prominent factor, followed by satisfaction with supervisors. All of the above-mentioned studies, as well as that of Lortie (1969:8), support the notion that promotion opportunities, in general, do not motivate teachers and are not a source of satisfaction. This is obviously not the case for those who aspire to administrative positions, but the majority of teachers do not have this desire. Following up those teachers who had aspired to be administrators, Schmidt (1976) utilized a modified Herzberg technique to study the job satisfaction of 25 suburban Chicago high school principals. Each principal was asked in an interview to supply four specific sequences of events: two unusually positive sequences of events and two unusually negative ones, relating to his present administrative position or to a previous one. This "critical incident" technique was the same as that utilized by Herzberg. The Schmidt modification involved a written follow-up to the interview, which among other things, asked respondents to state the intensity and length of the feeling engendered by the critical incident.

As Herzberg predicts, Schmidt found that "motivators" or sources of satisfaction were achievement, recognition and advancement. These were seen by the principals as ". . . major forces in motivating them to lift their performance to approach their maximum potential," (Schmidt, 1976:81). The "dissatisfiers" were salary, interpersonal relations, policy and administration, and supervision.

Sergiovanni (1967) replicated Herzberg's study in a county of New York State and found that teachers were motivated by the "satisfiers" of recognition, responsibility, and the opportunity for achievement in the work itself, but not by promotion opportunities or interpersonal relationships. Since, in teaching, interpersonal relationships include both relationships with other staff (administrators, fellow teachers, and paraprofessionals) and relationships with students as distinct sets, it may be that the student relationship is not adequately tested by the Herzberg framework, which categorizes it with subordinate staff relationships. Savage (1967), however, replicated the Herzberg study with Georgia teachers and found that interpersonal relationships with students was a "satisfier." A teacher, reported in Bower (1975:4), apparently wanted to combine these major satisfactions from interpersonal relationships, achievement, and recognition. She sighed ". . . there are days when I really would like someone to come to my room, watch me, and say, 'Oh marvelous! I've never seen a better teacher!'"

Wickstrom (1973) attempted to identify the most significant determinants of job satisfaction and dissatisfaction among teachers, including school building administrators. He used Herzberg's original 16 factors as an a priori framework. Wickstrom did not use the Herzberg

interview technique, but sent a three-part questionnaire to a random sample of 470 public elementary and secondary teachers in Saskatoon, Saskatchewan. He received 373 usable returns. Part I of the questionnaire was the Brayfield and Rothe (1951) Satisfaction Index. Parts II and III of the questionnaire contained items reflecting the meaning of each of Herzberg's factors in an educational setting. Respondents indicated the importance ascribed to each of 16 factors as sources of feelings of satisfaction and dissatisfaction experienced during critical incidents. In order of rated importance, the four top-ranking "satisfiers" were a sense of achievement, the work itself, good interpersonal relationships with subordinates (usually students), and responsibility. The most prominent "dissatisfiers" were lack of achievement, poor school policy and administration, unfavorable working conditions, and adverse effects of the job on one's personal life. Sex and position were the only variables which produced significant distinctions ($p < 0.05$). For example, female teachers rated lack of achievement and adverse effects of work on personal life as dissatisfiers more frequently than did male teachers. Male teachers rated status, salary, and advancement as satisfiers more frequently than did female teachers.

Perhaps beginning teachers have particularly strong needs for achievement and recognition, and also for involvement in decision-making. Hewitson (1975) found that professional satisfaction (which is a result of achieving autonomy) of beginning teachers was associated with higher levels of decisional participation and supervision. Using his own Professional Satisfaction Index, Hewitson surveyed 213 beginning teachers drawn from the staffs of the eight school jurisdictions

encircling Edmonton, Alberta. In addition to the above finding, he also found that rapport with the school principal was strongly associated with overall career satisfaction of teachers.

Contrary to Hewitson's (1975) finding for beginning teachers, Belasco and Alutto (1972) found that not all teachers desired involvement. Their sample included all teachers (N=427) in two school districts, one rural and one urban, in western New York State. Following the approach of March and Simon (1958), satisfaction was defined as the willingness to remain with the current school organization despite inducements to leave. Questionnaire survey techniques were used to collect data: teachers provided responses to "inducements to leave" items and "decisional situations" items, among others. Belasco and Alutto (1972:48) state:

> Specifically, factor analysis indicated that responses to the following four items discriminated among respondents' satisfaction levels: a slight increase in pay, a slight increase in status, a position allowing slightly more creativity, and a position in which individuals were slightly more friendly. This measure of satisfaction was employed in the study . . . . Decisional participation was computed from teacher responses to a series of questions which posed 12 decisional situations which occur in school systems . . . . Teachers indicated whether they currently participated and whether they desired to participate in each decision. An index was derived by summing over the number of decisions in which each teacher currently participated and those in which he wished to participate, and then computing the absolute difference between these two figures. These absolute differences became the index of decisional discrepancy. Teachers were then placed in groups characterized by: 1) decisional deprivation (current participation less then preferred); 2) decisional equilibrium (current participation equal to desired participation); 3) decisional saturation (current participation greater than desired).

As in previous studies by others, they found "decision-deprived" teachers, but also found "decision-saturated" and "equilibrium" groups. The dissatisfied, decisionally-deprived tended to be young, male, secondary

teachers, while the decisionally-saturated tended to be older, female, elementary teachers.

Some industrial studies on participative decision-making are also relevant here. Vroom (1960) found that personality characteristics of subordinates were an important moderating variable between decision participation and job satisfaction. Sadler (1970) found that participation had a positive effect on job satisfaction regardless of personality. Schuler (1976) reconciles these contradictory findings by using task repetitiveness as a moderating variable: "low-authoritarian" subordinates found participation satisfying only when task repetitiveness was low, while "high-authoritarian" subordinates found participation satisfying irrespective of task repetitiveness. In the university setting, Barrett (1969) found that, in general, when faculty perceived that they had increased participation in the decision-making process, their satisfaction was higher. Feuille and Blandin (1974) found dissatisfaction over non-participation in the collective bargaining process among unorganized faculty of a post-secondary institution.

Gosine and Keith (1970) looked at the relationship between urban Ontario female public school teacher personality characteristics and organizational structure. The measuring instruments included a questionnaire on bureaucracy entitled the Organizational Inventory, a Satisfaction Questionnaire, and the Edwards Personal Preference Schedule (EPPS). The EPPS was administered to 70 teachers in schools which scored at the extremes of the bureaucratic continuum, as measured by the Organizational Inventory. The findings supported the Getzels and Guba (1957) proposition that job satisfaction is a function of the congruence

between institutional requirements and individual need-dispositions. Specifically, Gosine and Keith found that the interaction between bureaucratization and the teacher need for "independence" was an important determinant of job satisfaction. Schools with low bureaucratization were associated with higher satisfaction for teachers with high independence needs; schools with high bureaucratization were associated with higher satisfaction for teachers with low independence needs. The level of need was a more powerful factor in determining teacher satisfaction in highly bureaucratized schools than in less bureaucratized schools. In other words, principals who reduce bureaucracy in their schools will tend to produce acceptable levels of satisfaction for teachers with both high and low needs for independence, while principals who increase bureaucracy will tend to have high levels of satisfaction for low-need-for-independence teachers and low levels of satisfaction for high-need-for-independence teachers.

Allen, et al. (1976) also examined teacher personality needs, but in relation to physical facilities and program openness. Eighty-five teachers selected from 19 elementary schools in the Burnaby and Vancouver school districts in British Columbia participated in the study. Allen, et al. (1976:150) described instrumentation and analysis as follows:

> The subjects completed three test instruments: a Job Satisfaction Index (Brayfield and Rothe, 1951), O.J. Harvey's Conceptual Systems Test (Harvey & Hoffmeister, 1971), and the Teacher Questionnaire (Evans, 1971; Walberg & Thomas, 1971). The Teacher Questionnaire was used as a measure of program openness, and the Needs for Structure Sub-scale of the Conceptual Systems Test was used as a measure of need for structure.

> Scores on the Teacher Questionnaire (Program Openness) were ranked and divided into upper and lower halves. Those in the upper half were referred to as open programs, those in the lower half as closed programs. Scores on the Need for Structure scale were similarly ranked and the sample divided into two halves representing teachers with high need for structure and teachers with low need for structure.

They found that teachers with low psychological need-for-structure were affected to a much greater degree by type of facility and degree of program openness than were those with high need-for-structure. Low-need-for-structure teachers were most satisfied with open programs in self-contained classrooms and most dissatisfied with closed programs in open areas. Teachers with high-need-for-structure were much less sensitive to changes. Both of the above studies probably are assessing the effect on satisfaction of the desire of teachers for professional autonomy.

Diemert and Holdaway (1970) examined the relationships between job satisfaction and conventional and team teaching for 148 junior high school teachers from 12 schools of public and separate school districts in Edmonton, Alberta. They found statistically significant differences ($p < 0.05$) between the two groups on some aspects: for example, the team teaching group showed a higher satisfaction level with "curriculum issues." However, there was little difference in total satisfaction between the two groups.

In order to obtain information about the reasons why large numbers of Australian teachers were migrating to Canada in the 1960's, Holdaway (1971) compared the satisfaction levels of 500 Australian teachers in Alberta and British Columbia with teaching in both countries. The respondents were more satisfied in Canada with most aspects of their work than they had been in Australia.

Francoeur (1963) reported a high degree of satisfaction with teaching as an occupation, and with their current school system, for 472 Quebec City lay teachers who completed a checklist modeled after Chase (1952:251). Of the 37 aspects of teaching provided in the modified checklist, only six were unfavorably described by the majority of respondents. Of these, only two were substantial contributors to dissatisfaction: (1) the unattainability of the aims and objectives formulated in the official program of studies, and (2) the limited amount of social or cultural activities organized for the work group. Among the factors perceived by teachers to be most likely to produce high satisfaction, the most prominent were helpful and stimulating leadership, and supervision in the form of personal or technical assistance. The checklist did not contain an item relating to interaction with students.

Johnson (1967) administered the Purdue Teacher Opinionnaire (Rempel and Bentley, 1967) to a total of 259 elementary and junior high teachers in six urban Alberta schools of high socio-economic status (SES) and five urban Alberta schools of low SES. Administrators were excluded if they spent 50 percent or more of their time on administrative duties. The major criteria for selection of the schools were value of houses in the attendance area and occupational status of a sample of parents. Teachers in low SES schools were found to have statistically significant ($p < 0.50$) lower mean scores on three satisfaction factors (salary, curriculum issues, and community support of education) and a significantly higher mean score on one factor (rapport with principal). Significant relationships ($p < 0.05$) were found between SES and qualifications and

between SES and experience: the low SES schools had a higher proportion of less qualified teachers, but a higher proportion of more experienced teachers. Johnson concluded that although SES had the reported effects, the considerable variation in the mean scores meant that SES could not be regarded as a dominant variable in determining overall satisfaction.

In a study conducted for The Alberta Teachers' Association, Mitchell, et al. (1968) sent questionnaires to a random sample (N=2,341) of Alberta teachers for the purpose of surveying opinions and attitudes. They factor-analyzed the satisfaction items of 1,499 usable returns and found three teaching-satisfaction dimensions: Career, Personal-Professional, and Work. Career Satisfaction includes satisfaction with the opportunities for advancement, the current position, and the methods employed to judge teaching effectiveness (which include the examination performance of students, teaching assignment or misassignment, and teacher views towards departmental examinations). Personal-Professional Satisfaction includes satisfaction with societal recognition of teachers and the opportunities for growth in competence. Work Satisfaction involves satisfaction with the immediate school of the teacher. Teaching expectation items were also factor-analyzed and two factors were identified, namely, Position Maintenance Expectations and Position Advancement Expectations. Values items produced these two factors, (1) Moral Self-Control ("working-hard" view of success, distrust of others held, puritanical views on sex, belief in tough leadership, identification with authority), and (2) Constrained Elitism (belief that most decisions are made by a small group in the community; belief that the followers "can influence the decisions made by this small elite").

In a rare attempt to provide a longitudinal view, Mitchell, et al. used 12 satisfaction items in their May 1967 study which were duplicates of a May 1964 teacher survey. They were therefore able to make comparisons over the three-year period, and concluded: "There has been a substantial increase in teacher dissatisfaction in the last three years," (Mitchell, et al., 1968:3). This was most pronounced for teachers who were in their first year of teaching in May, 1967. The major conclusions of the 1967 Mitchell study (1968:1) were as follows:

1. Teachers' level of aspirations have increased substantially in the past three years.
2. Inexperienced teachers have higher levels of aspiration and, therefore, more dissatisfaction with existing conditions than do experienced teachers, but both groups are dissatisfied by the same types of problems.
3. The increased levels of aspirations which teachers now hold are producing increasing dissatisfaction on the part of teachers when they compare themselves with other professionals, when they consider the status in which teaching is held in the community, and when they think of the opportunities which teaching affords for development of one's abilities.
4. Teaching satisfaction consists of three elements: personal-professional, work satisfaction, career satisfaction.
5. Teaching satisfaction has declined sharply in the last three years. Most of the decline in satisfaction occurred in the personal-professional aspect and the least decline occurred in work satisfaction and career satisfaction.
6. Inexperienced teachers manifest their search for new levels of excellence primarily in terms of administrative positions sought, not primarily in terms of a desire for participation as teachers in decision-making.
7. Inexperienced teachers whose ambitions are based primarily on increased education are nevertheless ambivalent about power, are less willing to take positions on controversial subjects, are less a part of the web of teacher opinion, and are less likely to belong to informal groups.
8. The high career expectations of teachers leads initially to less career satisfaction and to consistent decrease in personal-professional satisfaction and work satisfaction.

9. High career expectations of teachers, when these expectations are related broadly to participating in informal organizations, is one of the reasons for participation in The Alberta Teachers' Association.

10. Participation in The Alberta Teachers' Association is not directly related to career or work satisfaction. Rather, the relationship is through career expectations as a positive force and lower personal-professional satisfaction as a negative force.

Lortie (1975) has done some of the most definitive work on teachers and teacher satisfaction. He classifies job rewards into three types: extrinsic rewards, ancillary rewards, and psychic rewards. Extrinsic rewards include such things as income, prestige and power. Ancillary rewards refer to objective characteristics of the work which are perceived as rewards by some and not by others, e.g., daily work schedules. Ancillary rewards tend to be relatively stable over time and "taken for granted"; for example, temperatures in the classroom tend to be more pleasant than those on an outdoor construction job. Psychic rewards consist almost entirely of subjective evaluations made by workers in the course of their daily work. Lortie (1975:101) states that the subjectivity of psychic rewards means that ". . . they can vary from person to person. But they are also constrained by the nature of the occupation . . . we would not expect lighthouse keepers to list sociability as a work reward." Lortie (1975:101) emphasizes the primacy of psychic rewards:

> Unlike extrinsic and ancillary rewards, the psychic rewards of teachers fluctuate; the teacher's enjoyment of his work can vary. Effort will not make much difference in the flow of extrinsic and ancillary rewards, at least in the short run. Effort, on the other hand, might increase [instructional] task-related satisfactions . . . . One would expect teachers, then, to concentrate on psychic rewards; energy directed toward their realization can affect total rewards. The structure

> of teaching rewards, in short, favors emphasis on psychic rewards. When we recall that the culture emphasizes service, we should not be surprised if the data underscore the significance of psychic rewards in the work life of classroom teachers.

Lortie (1975:103-106) documents the primacy of psychic rewards by citing U.S. National Education Association (NEA) studies and his own Florida studies. He indicates that the marked tendency for teachers to relate their satisfactions to psychic rewards was first noticed in NEA's Five Towns study. On one question, for example, 125 mentions were coded as psychic reward preferences, while 11 dealt with ancillary rewards, and nine with extrinsic rewards. The major emphasis in the psychic reward category was on achieving desirable results with students. Similar results were obtained in a U.S. national survey, also conducted by NEA. Respondents were asked in an open-ended question to identify "sources of professional satisfaction and encouragement." A substantial majority of respondents (78.9 percent) identified "students" as the source, and another fairly large group (18.3 percent) said "teaching in general."

Lortie (1975:104) himself collected and analyzed replies from 5,837 Dade County (Florida) teachers who were asked four questions. The first question listed several extrinsic rewards and asked respondents to select the one that provided them with the greatest satisfaction; the second and third questions were similarly formulated, but asked about ancillary and psychic rewards, respectively. The fourth question asked respondents to select from the three clusters of extrinsic, ancillary and psychic rewards. Lortie (1975:104) concluded:

> The answers to the last question indicate that these teachers consider psychic rewards their major source of work satisfaction; 76.5 percent chose psychic rewards compared with 11.9 percent selecting extrinsic rewards and 11.7 percent ancillary rewards. The modal response is six times as frequent as the closest contender. It is also noteworthy that the psychic . . . responses "piled up" under one of the alternatives listed; the modal answer got 86.1 percent of the choices. That alternative was "the times I know I have 'reached' a student or group of students and they have learned." The next most frequent response also dealt with students, but the emphasis was on association with them rather than discernible results . . . . Since the vast majority of responses to this question dealt directly with classroom and student events, it is clear that these teachers consider the classroom the major arena for the receipt of psychic rewards . . . . Other sources of satisfaction (e.g., private scholarly activities, relationships with adults) pale in comparison with teachers' exchanges with students and the feeling that students have learned. We would therefore expect that much of a teacher's work motivation will rotate around the conduct of daily tasks--the actual instruction of students.

A number of educational and industrial studies found overall job satisfaction to be moderated by non-work variables, such as personal life experiences (Hohn, 1964; Lortie, 1975:94), community characteristics (Hulin, 1966), primary life interest (Miskel, et al., 1975), and belief in one's ability to influence his environment (Gemmill and Heisler, 1972). Job importance was also found to be a determining factor (Iris and Barrett, 1972). Ramser (1972) found that job performance was related to satisfaction, providing that the job was perceived as interesting. However, this finding applied only to industrial managers. Are teachers managers? Viewing them as such and replicating this industrial study in the classroom may be useful. Referencing the industrial studies which have been made at higher levels of the hierarchy may provide for more relevance in the educational setting. The results of industrial studies at the lower end of the hierarchy, such as those by Turner and Lawrence (1965) on the relationship of job design and job

enlargement to job satisfaction, seem minimally useful. Porter, et al. (1975:290) seemed to support this contention when they observed: "An unfortunate characteristic of the research . . . on job design is that it focuses almost exclusively on . . . production jobs in industrial organizations."

In the "lore" of industrial and business managers, job involvement has often been associated with satisfaction. Lortie (1975:90) reviewed a U.S. national survey on teachers and found that higher job involvement was not associated with higher teaching satisfaction. Lortie (1975:99) concluded that:

> The system of career rewards, it seems, works most satisfactorily for those who give teaching less than full commitment; 'gainers' are teachers who plan on short-term or less than full-time engagement . . . the career system in teaching continues to favor recruitment rather than retention and low rather than high involvement.

In contrast to that pessimistic conclusion, many educational administrators and some writers (e.g., Ratsoy, 1975:50) seem to hold that professionalization of teachers will produce higher levels of satisfaction. Grassie and Carss (1973:15) analyzed data on 441 teachers of general subjects on the staffs of 14 metropolitan high schools in Brisbane, Australia. They found two distinct "attitude" groups (the "professionals" and the "non-professionals") and concluded that ". . . [administrative] action taken to increase the satisfaction of one group may decrease the satisfaction of the other group." Furthermore, Corwin (1965) concluded that increased professionalism produced increased militancy and conflict, particularly with authority figures. This may be distressing to principals. Rogers (1975:92) cautioned that the loss of authority by administrators to subordinates may produce loss of

security. Ovans (1975) asserted that what teachers need for professional satisfaction is confidence in their knowledge and skills, and an opportunity to demonstrate them to clients who willingly seek and accept their professional services. However, according to Ovans, these conditions are rarely found outside of adult education.

Bower (1975:iii) feels that the mental health of teachers is immensely important and that it is a major mental health resource for school children. He conceptually relates mental health and job satisfaction. Gechman and Wiener (1975) studied this relationship by surveying 54 female elementary school teachers, and found that mental health was positively associated with job satisfaction but that job satisfaction was not necessarily associated with mental health. They further found that mental health and job involvement were not correlated. Their conclusion was that job satisfaction and job involvement should be viewed as distinct and separate attitudes, which agrees with a similar conclusion by Lortie above.

Job satisfaction has been related to a large number of demographic variables. The teacher's age, teaching level in school, and amount of training seem to be associated with satisfaction differences fairly frequently (for example, see Mitchell, et al., 1968; Okonkwo, 1966). Satisfaction differences by sex occur very frequently, both in educational and industrial studies. For example, Holdaway (1971) found that female Australian teachers in Canada were generally more satisfied than were Australian male teachers with teaching conditions in Australia, and to a lesser extent in Canada. Lortie (1975:91) reported that female teachers have less job involvement and more job satisfaction

than male teachers. Sillito (1970) found that female teachers who were supervising practising teachers in public schools in Calgary, Alberta, were more satisfied than their male counterparts. He also found that female teachers who had previous experience as supervising practising teachers were more satisfied with teaching than their male counterparts, and that all teachers who had such experience were more satisfied than those who had not. Smith, et al. (1969:96), using their Job Descriptive Index, found sex differences in numerous industrial studies of satisfaction with pay, promotions, supervision, co-workers, and the work itself. As noted above, Wickstrom (1973) found sex differences and educational level differences in his educational studies of job satisfaction.

Spuck (1974) examined the relationship between perceived job rewards and overall organizational effectiveness by surveying some teacher behaviors in ten Southern California high school districts. The 497 teachers surveyed were selected from 28 diverse large high schools (staff of 40 or more). Spuck (1974:22-25) used his Teacher Reward and Satisfaction Scales instrument to measure rewards. He predicted the existence of a relationship between a set of three reward variables (extrinsic, environmental, and intrinsic) and a set of three organizational behavior variables (recruitment, retention, and absenteeism). His findings emphasize the importance of intrinsic motivators in professional organizations: only the intrinsic rewards were consistently highly related to recruitment, retention, and reduction of absenteeism. These intrinsic rewards are comparable to Lortie's (1975) psychic rewards noted above. Spuck stated that these all-important intrinsic rewards are

controlled by the teachers' peers, their students, and themselves, and not by the administrators.

Despite Spuck's conclusion, a thread runs through much of the literature regarding the efficacy of certain administrative behaviors in facilitating the job satisfaction of subordinates. As noted above, Blocker and Richardson (1963) reviewed 25 years of teacher morale research and concluded that of all the determinant and moderating variables, the administrator was most often prominent. Hewitson (1975) found that rapport with the principal was pervasively associated with teacher satisfaction. Balderson (1975:3) confirmed these findings in citing the results of his study:

> . . . schools with principals whose power was perceived to rest on relevant expertise received high scores for teacher morale, teachers' satisfaction with principal's performance, and the degree to which the principal favored (1) teachers doing an effective job in helping students learn, (2) teachers experimenting with new ideas and techniques, and (3) teachers suggesting ideas to improve the schools.

Anderson and Brown (1966) investigated the relationships between the leader behavior of principals and several variables. The results indicated that the type of leader behavior ("system" or "person" orientation) was not as important as the frequency of such behavior. The frequency of leader behavior was found to be positively associated with staff morale and staff confidence in the principal.

SUMMARY AND CONCLUSIONS

This chapter has presented definitions of job satisfaction, provided several different conceptual frameworks for viewing it, and reviewed some research findings in education and industry over the period 1933-1977.

Some earlier writers (e.g., Hoppock, 1935) emphasized overall job satisfaction, but most of the later writers also examined satisfaction with discriminable aspects of the job situation. In addition, most writers except Porter and Lawler defined job satisfaction as a result. A few (e.g., Belasco and Alutto, 1972; March and Simon, 1958) defined it behaviorally. Irrespective of whether job satisfaction was viewed globally or multi-dimensionally, or affectively or behaviorally, it was generally treated as an outcome. Most of the studies were attempts to ascertain the determinants of job satisfaction, since the major assumed outcome of satisfaction (productivity) could not be shown to vary systematically with satisfaction. As well, several writers were interested in job satisfaction as a goal in its own right, from a humanistic point of view.

Based on the studies reviewed, then, what are the major determinants of job satisfaction for teachers? Perhaps the best way to begin is to eliminate non-determinants and "doubtfuls" as indicated by these studies. Job involvement or commitment was not related to job satisfaction, according to reviews of NEA studies by Lortie (1975), nor were personality characteristics consistently related to satisfaction across studies by several different investigators. Professionalism as a source of job satisfaction seems doubtful, at least for some teachers. Perhaps the lack of consistency occurs because professionalism is defined in different ways. When professionalism is measured by years of training or level of credentials, higher levels of professionalism appear to be associated consistently with higher levels of satisfaction, but this may be related more to income or position than to professionalism

as defined. When professionalism is defined as degree of autonomy, there appears to be evidence that satisfaction is a function of whether the teacher desires autonomy or not. Which of the many moderating or intervening variables are influencing the results seems unclear.

What does seem abundantly clear is that relationships with other people on the job constitute a major source of satisfaction for teachers, Herzberg notwithstanding, and a major source of dissatisfaction as well. Almost all teachers seem to obtain their greatest reward and satisfaction from "reaching" students instructionally and interacting with them as individuals. Given the relative isolation of most teachers' work in their classroom setting, this finding is perhaps not surprising. A number of studies seemed to support strongly the primacy of classroom events as sources of teacher satisfaction (Lortie, 1975; Savage, 1967; Wickstrom, 1973; Spuck, 1974).

However, relationships with administrators are also important determinants of job satisfaction. Many studies included various administrator variables (Balderson, 1975; Belasco and Alutto, 1972; Blocker and Richardson, 1963; Francoeur, 1963; Hewitson, 1975; Hohn, 1964; Johnson, 1968; Knoop and O'Reilly, 1976). The instruments used in some of these studies did not include a very strong capacity to measure student sources of satisfaction. Hewitson (1975) stated that rapport with the principal was "pervasively" associated with career satisfaction of teachers.

The "Herzberg-type" studies (e.g., Wickstrom, 1973), the results of which tend to indicate the primacy of achievement and recognition as sources of teacher satisfaction, seem to support the notion that students

and administrators are prominent sources. Students provide one of the most immediate sources of achievement for teachers, while administrators provide one of the most immediate sources of recognition. Teachers' colleagues seem to be less important as a source of satisfaction, perhaps because of their relative isolation from each other during much of their work activity in the classroom.

A paradigm recently presented by Chase (1976) provides a useful conclusion to this chapter. He relates job satisfaction, morale, motivation, work, and achievement conceptually in a "causal chain," stating that it represents a gross oversimplification of a complex behavior cycle, but that the conceptualized linkages may assist the administrator better to relate behavior to educational goals:

> The dynamics of work, that is, of purpose-achieving behavior, in any organization may be summed up as follows: (1) motivation releases energy for work directed toward organization objectives; (2) work under appropriate conditions leads to achievement; (3) a sense of achievement, when accompanied by recognition and other awards, tends to produce satisfaction; (4) the experience of satisfaction predisposes toward further achievements in the belief that they also will prove rewarding; and thus (5) satisfaction is transformed into morale, or the disposition to productive work; (6) this disposition is actualized and the stored energy released by motivation; (7) work follows, leading to satisfaction; and so the cycle continues.

CHAPTER 3

METHODOLOGY

Construction of Questionnaire

Various "satisfaction items," which were included in an initial questionnaire, were obtained from previous research studies and the literature, as well as from collective agreements used in Alberta school systems (school districts, school divisions and counties). "Related variables," such as grade level and subject taught, were also included because prior research findings had shown them to be related, or because the author considered that they were relevant. This initial questionnaire was pilot-tested in October 1975 in three schools: in one of these all teachers were interviewed individually to determine whether difficulties existed with wording and whether any related variables or satisfaction items should be added or deleted.

Following this pilot testing and discussions with staff from universities, school systems, The Alberta Teachers' Association and the Department of Education, the final questionnaire was developed. It

contained 59 satisfaction items, 12 related variables, three free-response questions, and spaces for opinions.

Population and Sample

Although the sending of a questionnaire to every employed K-12 teacher in Alberta would have been desirable, this was not feasible because of financial costs and the time involved. Therefore a stratified sample of teachers was selected from a sample of 21 school systems. Systems were selected so that variety was present with respect to number of teachers, type of system, geographical location, and type of bargaining unit (individual or bargaining association). These characteristics are shown in Table 1 and the map. "Teachers" referred to employed certificated educators, but excluded principals.

The numbers of teachers in each system chosen in the sample and the numbers and percentages of teachers responding are shown in Table 2. For the four "large" systems of Calgary and Edmonton, five percent of all teachers were chosen as the sample--this was achieved by selecting every twentieth teacher from an alphabetical list. The other 17 selected systems were arbitrarily designated as "medium" (139-515 teachers), "small" (88-116 teachers), or "very small" (66 teachers or fewer). For these three categories, 20 percent, 50 percent, and 100 percent of teachers respectively were selected. The same procedure was followed as for the large systems, i.e., every fifth and second teacher on the alphabetical list was selected for medium and small systems, and every teacher for the very small systems. Questionnaires were mailed in November, 1975, and a cut-off date of March 31, 1976 was established.

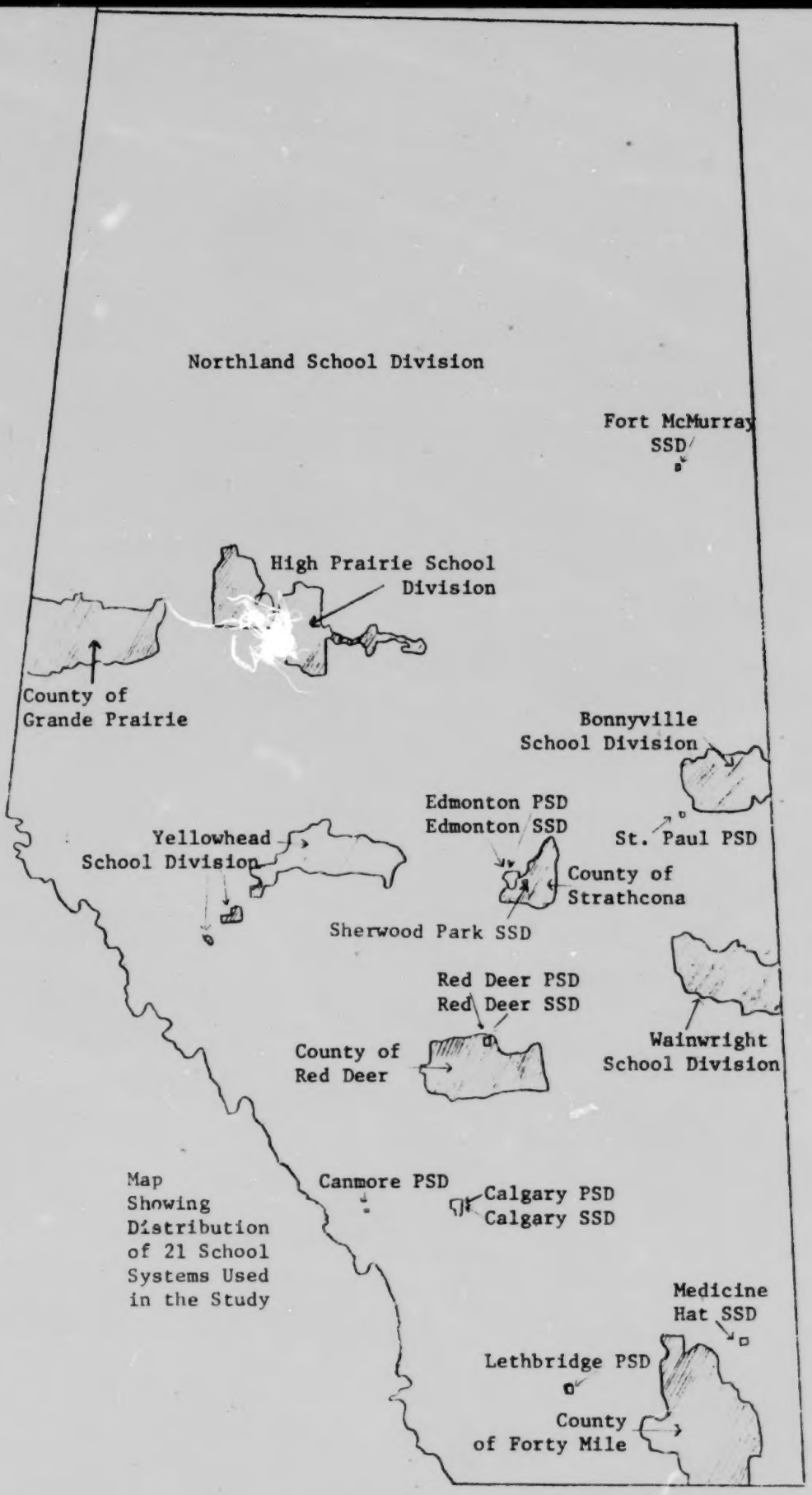
Table 1

Characteristics of the 21 School Systems from Which the Teacher Sample Was Selected

System		Number of Teachers (Sept. 1975)	Urban-Rural	Bargaining Unit
PUBLIC DISTRICTS				
Large[a]	Calgary	3820	Urban	System
	Edmonton	3429	Urban	System
Medium	Lethbridge	341	Urban	System
	Red Deer	242	Urban	System
Very Small	Canmore	27	Rural	Bow Valley
	St. Paul	53	Rural	System
SEPARATE DISTRICTS (Roman Catholic)				
Large	Calgary	963	Urban	System
	Edmonton	1475	Urban	System
Medium	Medicine Hat	254	Urban	System
Small	Sherwood Park	96	Urban	System
Very Small	Red Deer	61	Urban	System
	Fort McMurray	57	Urban	System
COUNTIES (Public)				
Medium	Grande Prairie	139	Rural	System
	Red Deer	190	Rural	Battle River
	Strathcona	515	Rural	System
Very Small	Forty Mile	66	Rural	Southern Alberta
SCHOOL DIVISIONS (Public)				
Medium	Bonnyville	147	Rural	System
	High Prairie	174	Rural	Northern Alberta
	Yellowhead	228	Rural	System
Small	Northland[b]	116	Rural	System
	Wainwright	88	Rural	Elk Island

[a] Large $\geq$ 963 teachers; Medium 139-515; Small 88-116; Very Small $\leq$ 66.

[b] The Northland School Division is unique in that it does not possess geographical compactness: 31 schools are scattered over northern, northeastern and northwestern Alberta, generally in remote locations.



Map Showing Distribution of 21 School Systems Used in the Study

Table 2

Sample Sizes and Percentages of Usable Returns

System		Approximate % of Teachers in Sample	No. in Sample	No. of Returns	% of Returns
PUBLIC DISTRICTS					
Large	Calgary	5	191	78	41
	Edmonton	5	172	69	40
Medium	Lethbridge	20	71	41	58
	Red Deer	20	51	28	55
Very Small	Canmore	100	27	16	59
	St. Paul	100	53	32	60
SEPARATE DISTRICTS					
Large	Calgary	5	49	29	59
	Edmonton	5	73	38	52
Medium	Medicine Hat	20	53	38	72
Small	Sherwood Park	50	48	13	27
Very Small	Red Deer	100	61	33	54
	Fort McMurray	100	57	32	56
COUNTIES					
Medium	Grande Prairie	20	27	12	44
	Red Deer	20	42	27	64
	Strathcona	20	114	72	63
Very Small	Forty Mile	100	66	28	42
SCHOOL DIVISIONS					
Medium	Bonnyville	20	31	17	55
	High Prairie	20	37	18	49
	Yellowhead	20	48	34	71
Small	Northland	50	58	37	64
	Wainwright	50	50	31	62
NOT SPECIFICALLY IDENTIFIED					
	Calgary			32	
	Edmonton			31	78
	Red Deer			7	
	Other			8	
TOTAL			1,379	801	58

A wide variation was obtained in percentage returns for the different systems, ranging from 27 percent for Sherwood Park Separate School District to 72 percent for Medicine Hat Separate School District. For six of the 21 systems, less than 50 percent response was obtained. Table 3 shows the sample sizes, and numbers and percentage of returns for systems grouped by size. Overall, usable responses were obtained from 801 teachers of the 1,379 approached, giving a 58 percent return. Seventy-eight teachers provided complete returns, except that their employing system was not specifically identified--32 were employed by a Calgary district, 31 by an Edmonton district, 7 by a Red Deer district, and 8 by other systems.

When approaching teachers in the sample, a covering letter, printed questionnaire and stamped addressed envelope were enclosed. Three weeks later a follow-up letter was sent to all 1,379 teachers, expressing thanks to those who had replied and requesting an early reply from those who had not. The overall usable return rate of 58 percent was disappointing: in attempting to explain it, factors such as possible overloading of teachers with questionnaires should be considered. One respondent remarked that because the sample obviously was not random (although the covering letter did not state that it was random), other teachers in his school had decided not to respond. In addition, some principals were included by error in the sample. Seventeen returned questionnaires were not included because respondents had not completed all questions. Sixteen of the sample had either moved from the address which was supplied or had left teaching. Four completed questionnaires were received after the analysis had begun, and were not included in the study.

Table 3

Numbers of Teachers, and Numbers and Percentages of Usable Returns for Systems Grouped by Size

Size of System	Number of Systems	Number of Teachers in Sample	Number of Returns	% of Returns
Large	4	485	277[a]	57
Medium	9	474	287	61
Small	3	156	81	52
Very Small	5	264	141	53
Red Deer and others not specifically identified	-	--	15	--
TOTAL	21	1,379	801	58

[a]The 32 Calgary teachers and 31 Edmonton teachers (Table 2) who did not specify whether they were employed by the public or separate districts are included in the 277.

Data Analysis

Because the sample was not randomly chosen, inferential statistics were not appropriate, so all analyses used only descriptive statistics. In examining the relationships between satisfaction levels and other variables, the response categories of 7 "Neutral" and 0 "Not relevant or not applicable" were discarded. To enable easier representation of the data, the response categories of "Slightly Satisfied," "Moderately Satisfied," and "Highly Satisfied" were sometimes collapsed into "Satisfied": this was also done for the "Dissatisfied" responses.

Factor analysis was used to identify the major areas in which satisfaction or dissatisfaction could be assessed.

Characteristics of Respondents

The characteristics of the 801 respondents who supplied usable questionnaires are described below.

1. Present position--grade level. The percentages of respondents who felt that "Elementary (Grades 1-6)," "Junior high (Grades 7-9)," and "Senior high (Grades 10-12)" best described their present position were 41.9, 26.5 and 22.6 respectively. A further 5.2 percent selected "Special education" and 1.6 percent "Early childhood (Pre-Grade 1)." Throughout later sections of this report, "kindergarten" is used to describe this Pre-Grade 1 level. Thirteen respondents (1.6 percent) added the category "Junior and senior high" and four more (0.5 percent) added "Elementary and junior high" to the five grade levels listed on the questionnaire.

2. Present major teaching assignment by subject. Although some elementary-grade respondents chose a particular subject field, for the purposes of this study all teachers of kindergarten, elementary, and special classes were so classified, and the subject classification was only applied to junior high and senior high teachers. This was done in order to be more consistent in classification, but certain weaknesses should be recognized. For example, some elementary teachers do have specialized assignments, and some secondary teachers do have two or more subject assignments which they classify equally as "major." The latter group was categorized under "several" in this study.

As could be expected, the most frequently reported major teaching assignments for teachers in junior and/or senior high schools were in English (7.9 percent of all respondents), Mathematics (7.1 percent), Science (6.9 percent), and Social Studies (6.2 percent) and Physical Education (4.7 percent). The other major assignments ranged from 0.2 percent for Drama to 3.1 percent for Home Economics: 0.9 percent chose more than one subject as the major teaching assignment.

Of all 801 respondents, 86 percent stated that their major teaching assignment was consistent with their training and experience. This percentage includes nine respondents who stated that this assignment was consistent with one or the other of training or experience, but inconsistent with the other. From a purely quantitative perspective, the percentage reporting consistency of assignment could be viewed as highly satisfactory. However, at this point, a cautionary note concerning the making of judgments based on high percentages is appropriate. Many of the results of this study are expressed in the dichotomous form of percentage "satisfied" compared with percentage "dissatisfied." High percentages "satisfied," say in the 70's and 80's, can be thought of as representing a desirable state. But the existence of even ten percent or so "dissatisfied" on some satisfaction items should be cause for some concern. Similarly, when even only 14 percent state that their major teaching assignment is inconsistent with their preparation, this should lead to an investigation into the reasons for the inconsistency. Further, the existence of some inconsistencies or dissatisfactions should be recognized as a means of identifying dysfunctions which can lead to changes and hopefully to improvements.

3. Sex. Of the 801 respondents, 431 or 53.8 percent were women, and 370 or 46.2 percent were men.

4. Age. Approximately 11 percent were under 25, 27 percent were 25-29, 16 percent 30-34, 13 percent 35-39, 16 percent 40-49, 12 percent 50-59, and 4.5 percent 60 and over.

5. Number of years of teaching experience. The distributions of years of teaching experience are shown in Table 4 for present school, present employing-system, and career. For simplicity of presentation the actual numbers provided in the responses have been categorized: these categories of 1, 2, 3-5, 6-10, 11-20, and over 20 were used in the distribution analyses presented later in this report, but actual years were used in ascertaining Pearson correlation coefficients. Of all respondents, 48 percent were in their first five years of employment with their present system, and 63 percent in their first five years of assignment to their present school.

6. Highest attained level of formal education. As shown in Table 5 the B.Ed. degree was by far the most commonly reported highest qualification, with 45 percent of respondents reporting this category.

7. Marital status. The first part of Table 6 shows that approximately 76 percent of the 801 respondents were married. Of the 431 female teachers, 68 percent were married as compared with the considerably higher 86 percent of the 370 male teachers.

8. Working status of spouse. Table 6 also reports some characteristics of the respondents' spouses. Of the 292 married female

Table 4

Numbers and Percentages of 801 Respondents
Classified by Years of Experience

Years of Experience*	Total		In Present System		In Present School	
	f	%	f	%	f	%
Over 20	135	17	37	5	19	2
11 - 20	211	26	159	20	98	12
6 - 10	193	24	227	28	180	22
3 - 5	155	19	166	21	178	22
2	56	7	101	13	134	17
1	51	6	111	14	192	24

*Present year (1975-76) was counted as a full year.

Table 5

Numbers and Percentages of 801 Respondents Classified by Highest Level of Education Attained

Level of Education Attained	f	%
Doctorate	1	0.1
Two Master's degrees	3	0.4
Master's degree	52	6.5
Two or more Bachelor's degrees	95	11.9
Bachelor's degree and teaching diploma	162	20.2
Bachelor of Education	362	45.2
Three years of university*	63	7.9
Two years of university*	38	4.7
One year of university*	25	3.1
TOTAL	801	100.0

*Or equivalent.

Table 6

Some Characteristics of Spouses of Respondents

Category	Female			Male			Total		
	f	% of 431	% of 292	f	% of 370	% of 318	f	% of 801	% of 610
Respondents--married	292	67.7	--	318	85.9	--	610	76.2	--
--not married	139	32.3	--	52	14.1	--	191	23.8	--
Spouse works full-time--yes	255	59.2	87.3	126	34.1	39.6	381	47.6	62.5
--no	37	8.6	12.7	192	51.9	60.4	229	28.6	37.5
Full-time working spouse is employed as an educator									
--yes	69	16.0	23.6	72	19.5	22.6	141	17.6	23.1
--no	186	43.2	63.7	54	14.6	17.0	240	30.0	39.3

respondents, 87 percent were married to a husband who worked full-time, and 24 percent to a husband who was employed as a full-time educator. For the 318 married male respondents, the respective figures were 40 percent and 23 percent. An alternative method of analysis showed that 27 percent of married females whose spouses worked full-time were married to educators; for married males the figure was 57 percent.

Characteristics of Respondents in Sample Compared with Characteristics of all Teachers in Alberta

Data provided by Reid (1976) allowed comparisons to be made between characteristics of respondents with those of all teachers employed in Alberta. Some adjustments were made to allow for differences in date of collection of the data and different categories.

Characteristic		Sample (%)	Population (%)
Sex--Percentage Female		54	56
Percentage Married		76	76
Age--	≥ 60	5	2
	50-59	12	11
	40-49	16	17
	30-39	29	29
	<30	38	40
Highest Degree--Master's or higher		7	9
	Other Bachelor's degree	32	26
	B.Ed.	45	46
	Less than B.Ed.	16	18
Total Experience--	≥11 years	43	42
	6-10 years	24	25
	3- 5 years	19	19
	2 years	7	7
	1 year	6	8

This information shows that the sample used in the study appears to be quite representative of teachers throughout Alberta, at least with respect to the five demographic variables.

Willingness to be Interviewed

The original intention was to interview a sub-sample of respondents in order to obtain additional insight into teachers' feelings about their work and conditions of employment. However, this stage was abandoned for two reasons: (1) many respondents provided a considerable amount of written information which fulfilled much the same purpose, and (2) the time required to analyze the written responses was much greater than was originally estimated.

Some generalizations about those who were willing to be interviewed are of interest. The percentages included below represent those who expressed this willingness.

Characteristic		% Willing to be Interviewed
Grade Level:	K	42
	Special	68
	Gr. 1-6	52
	Gr. 7-9	61
	Gr. 10-12	68
Sex:	Male	72
	Female	48
Consistent Assignment:	Yes	57
	No	68
Age:	20-24	53
	25-50	63
	> 50	46
Education:	1-2 years	22
	3 years	51
	B.Ed.	56
	Bachelor's degree & teaching diploma	69
	Two or more Bachelor's degrees	71
	One or more Master's or Ph.D.	80

That is, male teachers, teachers of higher grades, teachers with assignments inconsistent with their training and experience, teachers aged between 25 and 50, and teachers with higher qualifications tended to be more willing to be interviewed about their satisfaction with teaching.

CHAPTER 4

RESULTS – FREQUENCY DISTRIBUTIONS AND MEANS

This chapter presents frequency distributions and means of the 801 respondents with respect to their levels of satisfaction. These satisfaction levels are presented (1) in total for all respondents collectively, and (2) for groups of respondents categorized by employing the demographic variables. Pearson correlation coefficients between satisfaction items and five continuous demographic variables are also included.

OVERALL DISTRIBUTION OF RESPONSES

Table 7 shows the percentage frequency distribution of responses for all 801 respondents taken collectively for each of the satisfaction items. It includes the percentage frequency distributions for all eight response categories, for the "satisfied" (4-6) collapsed category, (ignoring 0's and 7's) and the mean score for each satisfaction item (ignoring 0's and 7's). The theoretical mean score, assuming normal distribution of responses, is 3.50. Twelve of the 59 items had mean

Table 7

Percentage Frequency Distribution of Responses to Satisfaction Items, Percentage in the "Satisfied" Category, and Means of Responses for Each Item

	Percentages of Responses									
	7 Neutral	6 Highly Satisfied	5 Moderately Satisfied	4 Slightly Satisfied	3 Slightly Dissatisfied	2 Moderately Dissatisfied	1 Highly Dissatisfied	0 Not relevant OR not applicable	Percentage answering Highly, Moderately or Slightly Satisfied (ignoring 0's and 7's)	Means (ignoring 0's and 7's)
WORKING CONDITIONS										
21. The way in which teacher/board collective bargaining is conducted in Alberta.	10	5	30	9	16	16	15	0	48.8	3.44
22. The way in which consultation between board and teachers concerning working conditions is conducted during the school year.	7	5	18	12	17	19	23	0	37.6	2.99
23. Salary you receive.	2	11	37	12	14	14	11	--	61.1	3.86
24. The use of level of education in partly determining salaries.	6	29	39	11	8	3	4	1	83.7	4.74
25. The use of length of teaching experience in partly determining salaries.	4	30	37	13	8	5	4	0	83.0	4.71
26. Retirement benefits provided by the Teachers' Retirement Fund.	20	8	32	15	9	7	5	4	72.5	4.13

Table 7 (Continued)

	Percentages of Responses									
	7 Neutral	6 Highly Satisfied	5 Moderately Satisfied	4 Slightly Satisfied	3 Slightly Dissatisfied	2 Moderately Dissatisfied	1 Highly Dissatisfied	0 Not relevant OR not applicable	Percentage answering Highly, Moderately or Slightly Satisfied (ignoring 0's and 7's)	Means (ignoring 0's and 7's)
27. Provisions for sabbatical leave.	12	8	21	13	14	11	18	3	49.3	3.37
28. Provisions for sick leave.	4	34	35	14	6	4	2	1	86.9	4.86
29. Provisions for maternity leave.	21	12	20	9	5	3	4	26	78.5	4.43
30. Number of hours you teach per week.	3	19	33	11	15	9	11	1	64.4	4.05
31. Number of hours of non-teaching duties assigned to you per week.	4	15	29	15	15	9	9	4	64.0	3.98
32. Preparation time available to you during the official school day.	1	9	19	12	16	13	28	2	41.1	3.08
TEACHING-RELATED MATTERS										
33. Your opportunity for promotion.	15	10	21	16	13	7	9	8	61.3	3.82
34. Expectations of administrators for you as a teacher.	6	19	36	16	9	5	6	4	78.1	4.42
35. Methods used in promotion of teachers	14	5	16	17	15	12	14	6	48.5	3.32

Table 7 (Continued)

	Percentages of Responses									
	7 Neutral	6 Highly Satisfied	5 Moderately Satisfied	4 Slightly Satisfied	3 Slightly Dissatisfied	2 Moderately Dissatisfied	1 Highly Dissatisfied	0 Not relevant OR not applicable	Percentage answering Highly, Moderately or Slightly Satisfied (ignoring 0's and 7's)	Means (ignoring 0's and 7's)
36. The prospect of classroom teaching as your lifetime career	4	24	26	10	11	10	11	4	65.3	4.12
37. Your long-term salary prospects in education.	3	8	25	17	18	14	15	1	51.0	3.47
38. Methods used to evaluate teachers.	7	4	19	19	20	14	16	2	46.4	3.27
39. The distribution of resources within your school.	3	15	32	19	14	10	8	0	68.4	4.07
40. Your relationships with in-school administrators.	2	42	31	10	6	4	4	2	86.0	4.94
41. Your job security.	3	36	38	12	6	3	3	1	88.4	4.94
42. Your relationships with other teachers.	1	53	34	7	3	1	0	0	96.2	5.38
43. Physical conditions of staffrooms and staff offices.	2	25	27	14	13	10	9	1	67.8	4.18
44. Availability of useful advice to assist you with problems you encounter in teaching.	2	19	28	19	15	9	8	1	67.4	4.08
45. Your involvement in decision-making in your school.	4	17	33	20	10	6	9	1	73.7	4.19

Table 7 (Continued)

	Percentage of Responses									
	7 Neutral	6 Highly Satisfied	5 Moderately Satisfied	4 Slightly Satisfied	3 Slightly Dissatisfied	2 Moderately Dissatisfied	1 Highly Dissatisfied	0 Not relevant OR not applicable	Percentage answering Highly, Moderately or Slightly Satisfied (ignoring 0's and 7's)	Means (ignoring 0's and 7's)
46. Your involvement in decision-making in your district/division/county.	13	4	14	17	18	14	15	6	42.7	3.14
TEACHING MATTERS										
47. Your freedom to select subject matter for classes you teach.	2	44	35	10	4	3	1	1	91.8	5.14
48. Your freedom to select teaching methods.	1	56	31	7	2	1	1	1	95.9	5.39
49. Your freedom to select teaching materials within the constraint of available funds.	1	40	33	13	6	2	4	1	87.4	4.92
50. Timetabling of your teaching assignments.	2	23	38	14	12	6	5	1	76.4	4.46
51. Your assignment to teach particular grade levels.	3	42	31	11	4	3	3	3	89.3	5.02
52. Your assignment to teach particular subjects.	4	40	30	9	6	4	3	4	85.8	4.94
53. Average size of classes you teach.	3	17	25	12	14	10	20	1	54.8	3.64

Table 7 (Continued)

	Percentage of Responses									
	7 Neutral	6 Highly Satisfied	5 Moderately Satisfied	4 Slightly Satisfied	3 Slightly Dissatisfied	2 Moderately Dissatisfied	1 Highly Dissatisfied	0 Not relevant OR not applicable	Percentage answering Highly, Moderately or Slightly Satisfied (ignoring 0's and 7's)	Means (ignoring 0's and 7's)
54. Amount of preparation/correction required by your teaching assignment.	3	8	27	18	18	12	14	1	54.9	3.59
55. Availability of library resources	1	25	28	19	12	8	8	1	72.8	4.29
56. Availability of audio-visual resources.	2	22	32	18	12	8	6	0	73.6	4.31
57. Availability of teachers' aides to assist you.	6	13	16	12	11	9	19	15	50.6	3.43
58. Physical conditions of your classrooms.	2	15	28	19	14	11	10	1	63.9	3.92
59. Availability of substitute teacher services when you wish to be absent for professional activities.	5	22	23	12	11	7	14	6	63.7	4.00
60. Performance of on-call substitute teachers who teach your classes when you are absent.	8	12	23	17	14	8	10	9	62.3	3.86
STUDENT-RELATED MATTERS										
61. Your relationships with students.	1	47	44	6	2	0	1	0	97.5	5.36
62. Attitudes of students towards learning.	1	9	30	20	18	12	9	0	60.5	3.79

Table 7 (Continued)

	Percentage of Responses									
	7 Neutral	6 Highly Satisfied	5 Moderately Satisfied	4 Slightly Satisfied	3 Slightly Dissatisfied	2 Moderately Dissatisfied	1 Highly Dissatisfied	0 Not relevant OR not applicable	Percentages answering Highly, Moderately or Slightly Satisfied (ignoring 0's and 7's)	Means (ignoring 0's and 7's)
63. General behavior of students in the school.	0	9	36	20	17	10	8	0	65.5	3.95
64. Average level of student achievement.	2	4	38	23	20	9	4	1	66.9	3.97
65. Ability levels of students taking your classes.	3	7	41	23	15	6	3	3	74.7	4.20
66. General behavior of students in your classes.	1	22	47	15	10	4	1	1	85.3	4.71
67. Methods used in reporting pupils' attitudes and achievements to parents.	2	12	35	21	16	7	7	0	68.9	4.07
68. Availability of diagnostic services.	7	9	26	22	15	8	12	2	61.5	3.74
OCCUPATION-RELATED MATTERS										
69. Status of teachers in society.	2	3	19	16	23	16	19	1	39.8	3.10
70. Attitude of society towards education.	1	1	11	15	28	24	21	--	27.5	2.76
71. Attitudes of parents towards education.	1	2	15	20	30	21	11	--	37.2	3.12
72. Your sense of achievement in teaching.	1	15	46	21	9	6	4	--	81.8	4.45

Table 7 (Continued)

	Percentage of Responses									
	7 Neutral	6 Highly Satisfied	5 Moderately Satisfied	4 Slightly Satisfied	3 Slightly Dissatisfied	2 Moderately Dissatisfied	1 Highly Dissatisfied	0 Not relevant OR not applicable	Percentage answering Highly, Moderately or Slightly Satisfied (ignoring 0's and 7's)	Means (ignoring 0's and 7's)
73. Recognition by others of your work.	5	10	32	27	13	7	6	1	72.9	4.08
74. Social relationships in your work.	4	20	43	22	6	3	1	1	89.1	4.70
75. Intellectual stimulation in your work.	2	14	37	25	12	5	4	0	78.1	4.31
76. Opportunities for further formal study (i.e., in university, college or institute).	7	22	26	14	13	8	6	4	69.9	4.26
77. Opportunities for useful in-service education.	3	13	26	21	18	9	9	1	61.8	3.87
78. Availability of facilities in your community for recreation, fine arts, etc.	3	16	30	20	13	7	9	3	69.5	4.09
79. Your overall level of satisfaction with your job.	2	19	48	16	8	6	3	--	83.7	4.60

scores below this theoretical mean of 3.50--these items and their means are shown in Table 9. The 15 items with the highest satisfaction scores are listed in Table 8. Of those items having means greater than or equal to 3.50, 12 had means between 3.50 and 3.99, 20 between 4.00 and 4.49, ten between 4.50 and 4.99, and five between 5.00 and 5.39. The mean for "your overall level of satisfaction with your job" was 4.64, which was greater than the mean of the means for all other 58 satisfaction items, namely 4.12.

In general, the items with the highest mean satisfaction levels involve the teaching assignment and interpersonal relationships among teachers and students and in-school administrators. The highest dissatisfaction levels were associated with (1) perceptions of attitudes of society and parents towards education and teachers, and (2) consultation, decision-making and collective-bargaining practices.

Tables 8 and 9 also list the percentage Satisfied or Dissatisfied (Highly, Moderately or Slightly) for each of the items having the highest and lowest satisfaction scores respectively. These percentages correlate highly with the means, although some major discrepancies occur. For example, "Your assignment to teach particular grade levels" and "Social relationships in your work" both had 89 percent "satisfied," but their respective means were 5.02 and 4.70 and their ranks were fifth and fifteenth.

Because most readers will find interpretation of percentages "satisfied" easier than interpretation of the mean scores, discussion of other analyses will mostly focus upon percentages "satisfied." One important difference was observed when using percentages in examining satisfaction levels for different types of leave: whereas 87 percent

Table 8

Means and Percentages of Respondents "Satisfied" (Highly, Moderately and Slightly) for Fifteen Items Having the Highest Mean Satisfaction Scores

Item	Mean	Percentage Satisfied
Your freedom to select teaching methods.	5.39	96
Your relationships with other teachers.	5.38	96
Your relationships with students.	5.36	98
Your freedom to select subject matter for classes you teach.	5.14	92
Your assignment to teach particular grade levels.	5.02	89
Your assignment to teach particular subjects.	4.94	86
Your relationships with in-school administrators.	4.94	86
Your job security.	4.94	88
Your freedom to select teaching materials within the constraint of available funds.	4.92	87
Provisions for sick leave.	4.86	87
The use of level of education in partly determining salaries.	4.74	84
Provisions for maternity leave.	4.73	79
General behavior of students in your classes.	4.71	85
The use of length of teaching experience in partly determining salaries.	4.71	83
Social relationships in your work.	4.70	89

Table 9

Means and Percentages of Respondents "Dissatisfied" (Highly, Moderately and Slightly) for Twelve Items Having Mean Satisfaction Scores Less than 3.50

Item	Mean	Percentage Dissatisfied
Attitude of society toward education.	2.76	73
The way in which consultation between board and teachers concerning working conditions is conducted during the school year.	2.99	62
Preparation time available to you during the official school day.	3.08	59
Status of teachers in society.	3.10	60
Attitudes of parents toward education.	3.12	63
Your involvement in decision-making in your district/division/county.	3.14	57
Methods used to evaluate teachers.	3.27	54
Methods used in promotion of teachers.	3.32	52
Provisions for sabbatical leave.	3.37	51
Availability of teachers' aides to assist you.	3.43	49
The way in which teacher/board collective bargaining is conducted in Alberta.	3.44	51
Your long-term salary prospects in education.	3.47	49

and 79 percent respectively were "satisfied" with provisions for sick and maternity leave, only 49 percent were "satisfied" with the sabbatical leave provisions. These figures are probably more easily interpreted than are the respective means of 4.86, 4.73 and 3.37.

An inspection of the percentage frequency distribution in Table 7 reveals the following interesting aspects:

1. over 50 percent were "Highly satisfied" with "Relationships with other teachers" and "Freedom to select teaching methods";
2. over 75 percent were either "Highly satisfied" or "Moderately satisfied" with "Relationships with students," "Freedom to select teaching methods," "Relationships with other teachers," and "Freedom to select subject matter for classes you teach";
3. over 25 percent were "Highly dissatisfied" with "Preparation time available during the official school day"; and
4. over 40 percent were either "Highly dissatisfied" or "Moderately dissatisfied" with "Attitude of society toward education," "The way in which consultation between board and teachers concerning working conditions is conducted during the school year," and "Preparation time available during the official school day."

One criticism sometimes directed at the questionnaire method of inquiry is that the respondents exercise little discrimination in selection of response categories. However, the marked differences in distributions described directly above, and the frequent appropriate selection of "Neutral" or "Not relevant or not applicable" for items such as "Retirement benefits," "Provisions for maternity leave" and "Availability of teachers' aides to assist you," produce the impression that the

teachers generally were careful in their selections. This impression was strengthened by the very detailed comments provided by many respondents.

SATISFACTION LEVELS AND SCHOOL SYSTEM

The mean satisfaction scores, and percentages "satisfied" for each item, were examined for teachers grouped according to their employing system. Note was made of those school systems which were substantially above or below (1) the overall mean satisfaction score (often by at least 1.0) and/or (2) the overall percentage "satisfied" for 44 items over which local systems have some discretion.

One county school system and one separate school district had by far the most individual mean scores substantially above the overall mean score for each item. They had 19 and 17 such scores respectively out of 44 items. One public school district and one school division had mean scores on 16 and 15 items respectively which were substantially lower than the overall mean scores for each item. However, the frequencies of returns from these four rural systems were quite small, so the results may not be fully representative.

SATISFACTION LEVELS AND GRADE LEVEL TAUGHT

In reporting the results for groups of respondents classified by grade level most commonly taught (and by other variables in later sections), mention is made only of those satisfaction items for which (1) considerable inter-group differences occurred in the percentages and/or the means, and (2) some relationship between grade level and the

item seem to be feasible. Usually, differences of ten in the percentages and 0.5 in the means were employed. The small number of kindergarten teachers, 13, should be kept in mind.

Collective bargaining procedures. Only the kindergarten and elementary groups had at least 50 percent "satisfied" (50 and 57 respectively) and mean scores above 3.5 (3.8 and 3.7 respectively).

Continuing board-teacher consultation. For each of the kindergarten and special groups, 54 percent were "satisfied," as compared with only 34 and 31 percent respectively of the junior and senior high groups.

Salary. The special education group was clearly the most satisfied, with 83 percent "satisfied" and a mean of 4.7: the next most satisfied was the elementary group with 65 percent and 4.0. A gradual decline was noted with increasing grade level, with 59 and 53 percent "satisfied" being obtained for the junior high and senior high groups respectively, although the kindergarten group showed only 54 percent.

Sabbatical leave provisions. Only 33 percent and 44 percent of the senior high and junior high groups were "satisfied" as compared with percentages of 58 and 61 for the elementary and special groups, and 82 percent for the kindergarten group.

Available preparation time. The kindergarten teachers were clearly the most dissatisfied with a mean of only 2.2 and only 23 percent "satisfied." Dissatisfaction was also general in the elementary and

junior high groups with percentages "satisfied" of 36 and 40, and means of 2.9 and 3.1. The special and senior high groups had percentages "satisfied" of about 50 and means of 3.4.

Opportunity for promotion. Although the percentage "satisfied" for all groups was less than 50 percent, the special and elementary groups were clearly the least satisfied with percentages "satisfied" of only 19 and 34.

Teacher-promotion methods. Only 41 percent of the senior high group were "satisfied" as compared with about 50 percent for each of the elementary and junior high groups, and about 60 percent for the kindergarten and special groups.

Long-term salary prospects. The special education group were the most satisfied with 73 percent "satisfied" and a mean of 4.2: the next highest percentage was 62 (kindergarten group) and next highest mean 3.6 (elementary group).

Physical condition of staffroom and offices. The senior high group had 75 percent "satisfied" (mean of 4.4), with the other groups being in the 60-68 percent range with means between 4.0 and 4.2.

Involvement in system decisions. A continuous decline in percentage satisfied was noted with increasing grade level: 51 percent "satisfied" for elementary, 39 percent for junior high, and 32 percent for senior high. The respective means were 3.3, 3.1 and 2.8. For the special and kindergarten groups the percentages were 44 and 42, and the means both 3.3.

Timetabling. The junior high group was clearly the least satisfied with 64 percent "satisfied" and a mean of 4.0. Senior high teachers were the next least satisfied group with 76 percent "satisfied" and a mean of 4.4. Other percentages "satisfied" ranged from 83 to 92.

Average size of classes. Whereas the other groups had percentages "satisfied" between 46 and 58 and means of 3.2 to 3.9, the special education group had 85 percent "satisfied" and a mean of 4.8.

Amount of preparation/correction required. The kindergarten and special education groups with 77 and 92 percent "satisfied" were markedly different from the elementary, junior high and senior high groups which had respective percentages "satisfied" of 50, 51 and 60.

Availability of teachers' aides. With both having only 43 percent "satisfied," the junior and senior high groups were the least satisfied--their means were both 3.1. The kindergarten group were the most satisfied with 77 percent "satisfied" and a mean of 4.8. The percentages "satisfied" for the elementary and special groups were 57 and 55.

Performance of on-call substitutes. A moderate level of satisfaction was expressed by the kindergarten, elementary and special education groups with 69, 76 and 71 percent "satisfied" respectively. However, only 41 percent of the senior high group (mean 3.1) and 53 percent of the junior high group (mean 3.5) were "satisfied."

Attitudes of students towards learning. The 50 percent and 54 percent "satisfied" of junior high and senior high groups (means 3.4 and

3.5) contrasted sharply with percentages of 77, 69 and 78 for the kindergarten, elementary and special education groups.

Ability levels of your students. Although the mean score of 4.0 for the senior high group was only slightly below the 4.1-4.4 range for the other groups, the percentage "satisfied" of 61 was considerably below the 72-80 percentage range for the other groups.

General behavior of your students. The junior high group's percentage "satisfied" of 78 was somewhat lower than the 87-92 percentage range for the other four groups.

Attitude of society towards education. The percentages "satisfied" declined from 30 through 25 to 21 for the elementary, junior high and senior high groups. For the kindergarten and special education groups, 39 percent and 41 percent were "satisfied."

Attitude of parents toward education. The lowest percentages "satisfied" of 29 and 35 occurred in the junior high and senior high groups: their means were 2.9 and 3.0. The other percentages ranged from 43 to 46.

Sense of achievement. The mean of 4.1 for the junior high group indicates overall "slight satisfaction," while the means of 4.9 for the kindergarten and special education groups indicate "moderate satisfaction." Seventy-two percent of the junior high group were "satisfied." The other percentages "satisfied" ranged from 81 to 93.

Recognition of your work. With 95 percent "satisfied," the special education group were far more satisfied than were any of the other groups which had percentages "satisfied" ranging from 66 to 77.

Opportunities for further formal study. Whereas the kindergarten and special education groups had 82 percent and 85 percent "satisfied," a decrease was noted with increasing grade level for the elementary/junior high/senior high groups from 74 through 68 to 59.

Opportunities for useful in-service education. A similar decline with increasing grade level was noted, with 71 percent "satisfied" for the elementary group, 59 percent for junior high, and 49 percent for senior high. Eighty-five percent of the kindergarten group were "satisfied," but only 60 percent of the special education group.

Overall satisfaction. The percentages "satisfied" for the various groups were in order: special education 95 percent, elementary 89 percent, kindergarten 85 percent, senior high 79 percent and junior high 78 percent. The respective means were 5.0, 4.7, 4.6, 4.6 and 4.4.

SATISFACTION LEVELS AND GEOGRAPHICAL DISTRIBUTION

Because the school systems in Calgary and Edmonton are substantially larger than are systems in other geographic areas in Alberta, and because many aspects of school and community life are different between Calgary/Edmonton and other areas, a comparison of satisfaction levels of their teachers seemed to be appropriate. Differences of at least ten percent are reported below. The overall percentage "satisfied"

for Calgary/Edmonton teachers was 81: for other teachers, 85 percent were "satisfied."

The "other" teachers were substantially more satisfied then were the Calgary/Edmonton teachers in the following items:

	Other (%)		Calgary/ Edmonton (%)
Collective bargaining procedures	53	c/w	43
Consultation during year	45		24
Preparation time	48		29
Opportunity for promotion	65		54
Promotion methods	53		41
Prospect of teaching as career	69		59
Involvement in system decision-making	46		35
Average class size	60		45
Amount of required preparation/correction	61		44
Availability of teachers' aides	55		44
Performance of on-call substitutes	68		52
Status of teachers	43		33
Recognition of your work	77		66

Teachers in Calgary/Edmonton were substantially more satisfied than were the other teachers in these items:

	Calgary/ Edmonton (%)		Other (%)
Provisions for sabbatical leave	53	c/w	43
Physical conditions--staffroom, staff offices	75		64
Availability of library resources	80		69
Opportunities for useful in-service education	69		58
Availability of community facilities	78		65

SATISFACTION LEVELS AND SUBJECT GROUPINGS FOR JUNIOR HIGH AND SENIOR HIGH TEACHERS

In order to simplify presentation of the results for groups of junior high and senior high teachers classified by the subject most commonly taught, the following clusters of subjects were made: mathematics/ science (108 teachers); "humanities"--English/library/second language/ social studies (134); "fine arts"--art/music/drama (17); "practical education"--home economics/industrial arts/business education/ vocational education (72); physical education (36); and counselling (15). Some obvious objections can be made to these clusters and their titles, but they appeared to provide a useful compromise. Again, only those satisfaction items which could have a feasible relationship with different subject assignments are discussed.

Salary. The math/science and counselling groups had only 47 percent "satisfied" each, while the other percentages ranged from 59 to 63.

Use of level of education in determining salaries. Seventy-one percent of the counselling group were satisfied while the range for the other groups was 83 to 89.

Use of length of experience in determining salaries. Again the counselling group had a lower percentage "satisfied" with 60 percent as compared with the range of 77-85 for the other five groups.

Number of hours of non-teaching duties. The physical education group were clearly the least satisfied with only 39 percent "satisfied." The other subject group percentages were 60 to 69, and for the counselling group, 92 percent.

Hours taught per week and available preparation time. The counselling group clearly had the highest satisfaction level for these two items with percentages of 92 compared with (c/w) 57-65, and 80 c/w 40-46 respectively. These results probably reflect the different nature of the work assignments.

Methods used in promotion of teachers. The lowest percentages "satisfied" were recorded for the fine arts group with 30 percent, the math/science group with 37 percent, and the counselling group with 40 percent: the other percentages ranged from 48-55.

Prospect of teaching as a life-time career. Both the physical education and counselling groups, with respective percentages "satisfied" of 47 and 50, had substantially lower satisfaction levels than did the other groups which had percentages ranging from 60-65.

Long-term salary prospects. Percentages "satisfied" of only 33, 35 and 36 were obtained for the counselling, physical education, and math/science groups respectively. For the other three groups, the percentage range was 48-53.

Methods used to evaluate teachers. Large differences were noted for this item, with only 20 percent and 33 percent of the counselling and math/science group respectively being "satisfied," as compared with 73 percent of the fine arts group. Other percentages ranged from 45-48.

Involvement in decision-making. The counselling group clearly had the highest percentage "satisfied" for decision-making involvement both at the school level (87 c/w 59-74) and at the system level (57 c/w 32-38).

Timetabling of teaching assignments. Lower levels of satisfaction were shown by the math/science and physical education groups with 61 and 64 percent "satisfied" respectively, as compared with percentages of 74-75 for the other four groups.

Assignment to teach particular grade levels. The fine arts and physical education groups, with 77 percent "satisfied" each, had substantially lower satisfaction levels than did the other groups which had between 87 and 100 percent "satisfied."

Amount of required preparation/correction. Considerable differences were obtained among the groups, with the fine arts group having easily the lowest percentage "satisfied" of 29. The other percentages "satisfied" were in order humanities (49 percent), math/science (57), practical education (57), physical education (69) and counselling (92).

Physical conditions of classrooms. With only 47 percent "satisfied," the fine arts group was clearly the least satisfied: the percentages "satisfied" for the other groups ranged from 57-70.

Availability of substitute teachers. The physical education group were only 47 percent "satisfied," while this percentage ranged from 56 to 70 for the other groups.

Relationships with students. Most groups had high percentages "satisfied," with all except the fine arts group being in the 92-100 percent range: the fine arts percentage was 82.

Attitudes of students towards learning. The physical education group had the lowest percentage "satisfied" with 39 percent, followed by the math/science group with 45 percent. Percentages for the other groups were practical education (51 percent), humanities (57), fine arts (65) and counselling (67).

General behavior of students in school. Again the physical education teachers had the lowest percentage "satisfied"; their 50 percent "satisfied" was considerably below the 61-73 range for the other five groups.

Ability levels of students in classes. Only 50 percent of the fine arts group were "satisfied." Increasing percentages were then obtained for practical education (61 percent), physical education (66), math/science (70), humanities (76), and counselling (92).

Methods used in reporting to parents. The counselling and math/science groups were clearly the most "satisfied" with percentages of 80 and 76 respectively. The other percentages ranged from 61-68.

Availability of diagnostic services. Again the counselling group was the most "satisfied" with 80 percent in that category. The next highest percentage "satisfied" was 70 for the practical education group: other percentages ranged from 50-59.

Status of teachers in society. With percentages "satisfied" of only 22, 27 and 29 respectively, the physical education, math/science and fine arts teachers had considerably lower satisfaction levels than did the practical education, humanities and counselling groups, which had

percentages of 41, 43 and 50 respectively.

Attitude of society toward education. All groups had low percentages "satisfied" ranging from 18 percent (fine arts) to counselling (29 percent).

Attitudes of parents toward education. The physical education group had the lowest percentage "satisfied" with 22 percent: the percentages for other groups varied from 30 to 41.

Recognition by others of your work. One of the largest discrepancies was obtained on this item, with the physical education group being only 45 percent "satisfied" as compared with 64 percent for the math/science group, 66 percent for the humanities group, 76 for the practical education group, 80 percent for the fine arts group and 86 percent for the counselling group.

Opportunities for further formal study and for useful in-service education. The physical education group had the lowest percentage "satisfied" on both items with 55 percent and 42 percent respectively, as compared with ranges for the other five groups of 60-67 and 53-60.

Overall. The percentages expressing overall satisfaction with their job were as follows:

--counselling	93%
--art, music, drama	82%
--math/science	80%
--practical education	79%
--humanities	76%
--physical education	69%

SATISFACTION LEVELS AND SEX

Eighty-seven percent of the 431 female teachers expressed overall "satisfaction" with teaching as compared with 80 percent of the 370 male teachers: their respective means were 4.7 and 4.4.

The female teachers were substantially more satisfied than were the male teachers, using the criteria of a substantial difference in either the percentages "satisfied" (ten percent) and/or in the mean scores, (at least 0.5) in the following items:

	Female (%)	Male (%)
Salary	67	54
Retirement benefits	80	64
Sabbatical leave provisions	58	40
Long-term salary prospects	60	41
Availability of substitute teachers	69	58
Performance of on-call substitutes	69	54
Attitudes of students toward learning	65	55
Average level of student achievement	74	59
Status of teachers	45	34
Attitude of society toward education	33	21
Opportunities for further study	77	62

On no item did the percentage "satisfied" or mean score of the male teachers exceed those measures for the female teachers on either criterion. The highest percentage difference, where male teachers had a higher percentage "satisfied" than female teachers, was five percent for each of "Preparation time available," "Distribution of resources in school," "Required preparation/correction time," and "Physical conditions of classrooms."

The following differences, which did not quite reach the arbitrary criterion of ten percent, are worth reporting because of the somewhat contentious nature of the items.

	"Satisfied" (%)		Means	
	Female	Male	Female	Male
Collective bargaining procedures	53	45	3.6	3.3
Number of hours teaching per week	69	60	4.2	3.9
Opportunity for promotion	66	57	3.9	3.7
Methods used in promotion	53	44	3.5	3.2
Involvement in system decision-making	47	38	3.2	3.1

SATISFACTION LEVELS AND CONSISTENCY OF ASSIGNMENT

Of the 686 teachers who stated that their major teaching assignment was consistent with their training and experience (or with one or the other as described in Chapter 3), 84 percent expressed "Overall satisfaction" as compared with 80 percent of the 115 who stated that their major teaching assignment was inconsistent.

Those replying "consistent" were substantially more satisfied on the following items:

	Consistent (%)		Inconsistent (%)
Distribution of resources within school	70	c/w	60
Grade level assignment	91		78
Subject assignment	89		67
Availability of library resources	75		60
Availability of audio-visual resources	76		58

Those replying "inconsistent" were substantially more satisfied on these items:

	Inconsistent (%)		Consistent (%)
Salary	70	c/w	60
General behavior of students	74		64

SATISFACTION LEVELS AND AGE

The respondents identified their age by checking one of the categories which used five-year class intervals. These responses were coded from 1 to 9, thereby producing a continuous scale allowing for calculation of Pearson correlation coefficients between age and satisfaction level. Values of these coefficients were compared with the distributions of percentages "satisfied" across the age groups. Coefficients above 0.10 are presented below for appropriate items.

Item	r
Collective bargaining procedures	0.19
Consultation during year	0.18
Salary	0.20
Non-teaching duties	0.14
Methods to evaluate teachers	0.16
Distribution of resources in school	0.15
Relationships with teachers	0.13
Involvement in system decision-making	0.16
Availability of library resources	0.17
Availability of audio-visual resources	0.18
Availability of substitute teachers	0.13
Teacher-parent reporting procedures	0.18
Status of teachers	0.15

Item	r
Attitude of society towards education	0.13
Attitudes of parents towards education	0.16
Sense of achievement in teaching	0.12
Recognition by others	0.21
Intellectual stimulation	0.15
Opportunities for further studies	0.16
Opportunities for in-service education	0.14
Community facilities	0.23

Two of the sample distributions of percentages "satisfied" were as follows:

20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60 & over	r	Item
64	55	50	58	63	72	67	82	89	0.20	Salary
43	31	29	40	59	47	44	44	60	0.15	Status

These distributions show the non-linear relationships between two of the items and the age categories. However, the Pearson correlation coefficient (4) is often useful in describing an overall general trend. Many curvilinear relationships involved relatively low percentages in the 25-29, 30-34 and 55-59 age categories, as illustrated by the status example above.

Some individual low percentages are worth reporting. For example, only 34 and 14 percent of the 30-34 age group were "satisfied" with "Methods used in promotion of teachers" and "Attitude of society towards education" respectively, but the percentages for other groups ranged from 45-74 and 23-44 respectively. Only 49 percent of the 25-29 age group were "satisfied" with the prospect of teaching as a life-time

career: the other percentages "satisfied" ranged from 62-70 for those under 40 years. The 20-24 age group clearly had the lowest percentage "satisfied" on "Distribution of resources within the school" (56 percent c/w other percentages of 63-89 percent), "Assignment to teach particular subjects" (78 c/w 83-91), "Availability of library resources" (62 c/w 67-89), "Availability of audio-visual resources" (60 c/w 70-90), "Opportunities for useful in-service education" (49 c/w 58-82) and "Availability of community facilities" (55 c/w 60-85). These results appear to indicate that beginning teachers have higher expectations than do more experienced teachers concerning allocation and availability of resources and professional assistance.

SATISFACTION LEVELS AND TEACHING EXPERIENCE

Years of Experience in Present School

The following major differences in satisfaction levels in appropriate items were noted among groups of teachers classified according to whether they had 1, 2, 3-5, 6-10, 11-20, or more than 20 years of experience in their present school.

Those 19 teachers with more than 20 years of experience in their present school were substantially less "satisfied" on "Opportunity for promotion" (33 percent "satisfied" compared with the other percentages of 59-65). "Methods used in promotion of teachers" (31 c/w 39-52), "Distribution of resources within the school" (53 c/w 75-79), "Amount of preparation/correction required" (32 c/w 48-61), and "Availability of teachers' aides (38 c/w 45-56). This group was substantially more

"satisfied" on "Availability of substitute teachers" (78 c/w 51-66), "Performance of on-call substitute teachers" (81 c/w 56-70), and "General behavior of students in school" (78 c/w 62-72).

The group of 192 teachers in their first year in the school, which included 51 first-year teachers, was substantially less "satisfied" on "Assignment to teach particular grade levels" (83 percent "satisfied" c/w the other percentages of 90-95), "Availability of library resources" (61 c/w 69-84), "Physical condition of classrooms" (59 c/w 64-68), "Ability levels of students" (69 c/w 75-78, except 71 for more than 20 years), and "General behavior of students" (79 c/w 84-92).

The "Overall level of satisfaction with your job" item produced percentages "satisfied" of 78, 86, 85, 83, 91 and 79 respectively for the in-school experience categories of one year through more than 20. Their means were 4.4, 4.6, 4.6, 4.6, 4.8 and 4.6.

Many of the distributions were irregular or curvilinear. For example, the percentages "satisfied" for groups with increasing experience on the item "Amount of preparation/correction required" were 51, 48, 61, 61, 54, and 32.

Total Years of Experience

The relationships between total years of experience and satisfaction levels were very similar to those obtained using the age categories.

SATISFACTION LEVELS AND HIGHEST QUALIFICATION

The percentages "satisfied" overall and means for respondents grouped by their highest qualification were as shown below:

Highest Qualification	n	(%) "Satisfied"	Mean
At least one Master's degree	56	89	4.7
Two or more Bachelor's degrees	95	71	4.2
Bachelor's degree and teaching diploma	162	85	4.6
Bachelor of Education	362	83	4.6
Three years of university	63	89	4.7
Two years of university	38	95	5.0
One year of university	25	96	5.0

The group with qualifications of one or two years (n=63) tended to be more satisfied with "Board-teacher consultation" (54 percent compared with the percentage range for other groups of 32-43), "Distribution of resources within school" (80 c/w 60-68), "Involvement in decision-making in system" (70 c/w 32-45), "Availability of substitute teachers" (81 c/w 47-65), "Performance of on-call substitute teachers" (82 c/w 48-72), "Sense of achievement in teaching" (91 c/w 78-85), and "Intellectual stimulation in your work" (92 c/w 71-83).

The group of 95 teachers with two or more Bachelor's degrees had the lowest percentage "satisfied" on "Collective bargaining procedures" (40 percent compared with the percentage range for other groups of 45-75), "Provisions for sabbatical leave" (30 c/w 45-73), "Hours taught per week" (49 c/w 60-83), "Opportunity for promotion" (44 c/w 52-72), "Methods used in promotion of teachers" (33 c/w 43-69), "Amount of required preparation/

correction" (45 c/w 56-65), "Average level of student achievement" (60 c/w 64-81), "Status of teachers in society" (30 c/w 40-50), and "Recognition by others" (64 c/w 67-87). This group had also the lowest level of "Overall satisfaction" with 71 percent c/w the range for other groups of 83-96. Not surprisingly, the highest level of satisfaction with "Use of level of education in partly determining salaries" was obtained with this group with 93 percent "satisfied" compared with the range for other groups of 87 percent (B.Ed. group) to 46 percent (one year).

The group of 56 who had at least one Master's degree also had a low percentage "satisfied" on "Opportunity for promotion" with 52 percent, as compared with the range of 60-72 percent for the first five groups (excluding the group with two or more Bachelor's degrees mentioned directly above which had 44 percent "satisfied"). This group had the lowest percentage "satisfied" on "Methods used to evaluate teachers" (39 c/w 43-62), "Involvement in school decision-making" (58 c/w 70-86), "Availability of substitute teachers" (47 c/w 59-86), "Performance of on-call substitute teachers" (48 c/w 54-83), "Social relationships at work" (71 c/w 84-98), and "Opportunities for useful in-service education" (40 c/w 57-70). This group had the highest satisfaction level for "Available preparation time" (52 c/w 32-46), "Assignment to teach particular subjects" (94 c/w 81-91), "General behavior of students in school" (75 c/w 50-67), and "General behavior of students in your classes" (95 c/w 72-86, except for the "Two years of preparation" group which also had 95 percent).

The three middle groups having (1) three years of university education (n=63), (2) B.Ed. (n=362), and (3) Bachelor's degree and teaching diploma (n=162) generally did not show percentages which were

markedly higher or lower than those for other groups.

SATISFACTION LEVELS AND WORKING STATUS OF SPOUSE

Acting upon a "hunch" that whether the full-time working spouse of a teacher was employed as an educator or not might be related to job satisfaction, several analyses were performed. These compared the percentages "satisfied" on selected items for the following groups:

1. female respondents: 69 whose full-time working husbands were educators vs. 186 whose full-time working husbands were not educators;

2. male respondents: 72 whose full-time working wives were educators vs. 54 whose full-time working wives were not educators;

3. female and male respondents: 69 female teachers and 72 male teachers whose full-time working spouses were educators; and

4. female and male respondents: 186 female teachers and 54 male teachers whose full-time working spouses were not educators.

The rationale for including this variable was that satisfaction with some aspects of employment could presumably be affected when both spouses are employed full-time as educators. Their discussions at home could serve to reinforce items with various levels of satisfaction or dissatisfaction. Obviously other variables, as outlined above, are associated with differences in satisfaction levels for these groups. Also, selection of items which could conceivably be affected by the working status of a spouse is highly subjective.

1. Female respondents--employed husband an educator or not an educator. Those female respondents whose full-time working husbands

were employed as educators had substantially smaller percentages "satisfied" on the following relevant items than did those whose full-time working husbands were not employed as educators.

	Percentages "satisfied"	
	Working Husband an Educator	Working Husband not an Educator
Collective bargaining procedures	40	51
Board-teacher consultation	21	36
Salary	52	63
Sabbatical leave provisions	38	60
Hours of non-teaching duties	54	64
Opportunity for promotion	55	67
Methods used in promotion of teachers	39	52
Teaching as a life-time career	57	68
Long-term salary prospects	41	59
Involvement in system decision-making	35	53
Availability of substitute teachers	59	73
Performance of substitute teachers	55	74
Availability of diagnostic services	51	67
Status of teachers	33	43
Social relationships at work	81	93
Overall satisfaction	82	88

No substantial differences were noted in the opposite direction.

2. Male respondents--employed wife an educator or not an educator. Using a similar method of separation, the following results were obtained.

	Percentages "satisfied"	
	Working Wife an Educator	Working Wife not an Educator
Collective bargaining procedures	30	61*
Board-teacher consultation	29	41*
Salary	41	53*
Sabbatical leave provisions	38	49*
Maternity leave provisions	66	84
Hours of non-teaching duties	60	75*
Opportunity for promotion	47	62*
Methods used in promotion of teachers	30	46*
Methods used to evaluate teachers	27	39
Availability of audio-visual resources	61	76
Availability of substitute teachers	46	57*
Student achievement	47	57
Methods used in reporting to parents	58	76
Availability of diagnostic services	49	59*
Status of teachers	25	38*
Attitude of society towards education	10	25
Attitude of parents toward education	24	35
Opportunities for useful in-service education	49	59
Availability of community facilities	65	80
Overall satisfaction	76	81

*Substantial differences were also obtained on these items for female respondents whose employed husbands were or were not educators.

Substantial differences in the opposite direction occurred on the following two items.

	Percentages "satisfied"	
	Working Wife an Educator	Working Wife not an Educator
Availability of preparation time	47	32
Involvement in school decision-making	74	62

3. Female and male respondents--employed spouses are educators.

Female respondents had substantially higher percentages "satisfied" on the following possibly relevant items:

	Percentages "satisfied"	
	Female Respondents	Male Respondents
Collective bargaining procedures	40	30
Salary	52	41
Retirement benefits	75	55
Long-term salary prospects	41	30
Methods used to evaluate teachers	46	27
Availability of substitute teachers	59	46
Attitude of students to learning	61	47
Average level of student achievement	72	47
Ability levels of students	72	61
General class behavior of students	91	77
Attitude of society towards education	23	10
Opportunities for useful in-service education	62	49
Overall satisfaction	82	76

On no relevant item did the male respondents have a substantially higher percentage "satisfied." The male percentage "satisfied" on "Preparation time available" was 47 percent as compared with 36 percent "satisfied"

for female teachers, but making a case for an assocation between these different percentages and sex of respondents married to working educators is difficult.

4. Female and male respondents--employed spouses are not educators. Female respondents had substantially higher percentages "satisfied" on the following possibly relevant items:

	Percentages "satisfied"	
	Female Respondents	Male Respondents
Salary	63	53*
Retirement benefits	81	64*
Sabbatical leave provisions	60	49
Long-term salary prospects	59	33*
Availability of substitute teachers	73	57*
Performance of substitute teachers	74	46
Attitudes of students toward learning	68	56*
Average level of student achievement	77	57*
Ability levels of students	81	70*
Social relationships at work	93	80
Overall satisfaction	88	81

*Substantial differences in percentages "satisfied" were also obtained on these items between female and male respondents whose spouses were educators.

Male respondents had substantially higher percentages "satisfied" only on "Collective bargaining procedures" with 61 percent "satisfied" as compared with 51 percent "satisfied" for female respondents.

CHAPTER 5

RELATIONSHIP OF OVERALL SATISFACTION TO SATISFACTION WITH INDIVIDUAL ASPECTS OF WORK

This chapter reports the results of two analyses which were performed to examine the relationship between the overall satisfaction response and responses to each of the other 58 satisfaction items.

Pearson Product-Moment Correlation Coefficients

The Pearson product-moment correlation coefficients between the expressed overall satisfaction and satisfaction with each other item are shown in Table 10. These coefficients were calculated using only those respondents whose answers ranged from 1 to 6 for each of the two items involved in each calculation. All of the obtained coefficients were positive.

The highest correlations were with "Sense of achievement in teaching" (0.70), "Prospect of teaching as a life-time career" (0.61), "Recognition by others of your work" (0.51), and "Intellectual stimulation in your work" (0.49). These variables relate more to the work done by teachers than do the conditions under which they work.

Table 10

Pearson Correlation Coefficients between Overall Satisfaction and Satisfaction with Individual Items

Working Conditions	r
21. The way in which teacher/board collective bargaining is conducted in Alberta.	0.27
22. The way in which consultation between board and teachers concerning working conditions is conducted during the school year.	0.31
23. Salary you receive.	0.28
24. The use of level of education in partly determining salaries.	0.13
25. The use of length of teaching experience in partly determining salaries.	0.19
26. Retirement benefits provided by the Teachers' Retirement Fund.	0.27
27. Provisions for sabbatical leave.	0.25
28. Provisions for sick leave.	0.21
29. Provisions for maternity leave.	0.14
30. Number of hours you teach per week.	0.26
31. Number of hours of non-teaching duties assigned to you per week.	0.27
32. Preparation time available to you during the official school day.	0.23
Teaching-Related Matters	
33. Your opportunity for promotion.	0.33
34. Expectations of administrators for you as a teacher.	0.40
35. Methods used in promotion of teachers.	0.33
36. The prospect of classroom teaching as your life-time career.	0.61

Table 10 (Continued)

	r
37. Your long-term salary prospects in education.	0.36
38. Methods used to evaluate teachers.	0.27
39. The distribution of resources within your school.	0.23
40. Your relationships with in-school administrators.	0.34
41. Your job security.	0.33
42. Your relationships with other teachers.	0.23
43. Physical conditions of staffrooms and staff offices.	0.22
44. Availability of useful advice to assist you with problems you encounter in teaching.	0.36
45. Your involvement in decision-making in your school.	0.35
46. Your involvement in decision-making in your district/ division/county.	0.39
Teaching Matters	
47. Your freedom to select subject matter for classes you teach.	0.30
48. Your freedom to select teaching methods.	0.31
49. Your freedom to select teaching materials within the constraint of available funds.	0.23
50. Timetabling of your teaching assignments.	0.32
51. Your assignment to teach particular grade levels.	0.29
52. Your assignment to teach particular subjects.	0.34
53. Average size of classes you teach.	0.26
54. Amount of preparation/correction required by your teaching assignment.	0.27
55. Availability of library resources.	0.17

Table 10 (Continued)

	r
56. Availability of audio-visual resources.	0.18
57. Availability of teachers' aides to assist you.	0.22
58. Physical conditions of your classrooms.	0.23
59. Availability of substitute teacher services when you wish to be absent for professional activities.	0.18
60. Performance of on-call substitute teachers who teach your classes when you are absent.	0.13
Student-Related Matters	
61. Your relationships with students.	0.35
62. Attitudes of students towards learning.	0.31
63. General behavior of students in the school.	0.30
64. Average level of student achievement.	0.32
65. Ability levels of students taking your classes.	0.26
66. General behavior of students in your classes.	0.28
67. Methods used in reporting pupils' attitudes and achievements to parents.	0.35
68. Availability of diagnostic services.	0.27
Occupation-Related Matters	
69. Status of teachers in society.	0.39
70. Attitude of society towards education.	0.35
71. Attitudes of parents towards education.	0.37
72. Your sense of achievement in teaching.	0.70
73. Recognition by others of your work.	0.51
74. Social relationships in your work.	0.39

Table 10 (Continued)

	r
75. Intellectual stimulation in your work.	0.49
76. Opportunities for further formal study (i.e., in university, college or institute).	0.32
77. Opportunities for useful in-service education.	0.31
78. Availability of facilities in your community for recreation, fine arts, etc.	0.23

Coefficients between 0.35 and 0.40 were obtained for involvement in decision-making, availability of useful advice, inter-personal relationships, teacher status, attitudes of society and parents, and long-term salary prospects.

Coefficients between overall satisfaction and many of the negotiable working conditions were considerably lower, examples being 0.28 with salary, 0.14 to 0.25 for various types of leave, 0.26 for number of hours of teaching per week and 0.23 for available preparation time.

Factor Analysis

The following different factor analyses were performed in an attempt to identify clusters of satisfaction variables and to determine which cluster of satisfaction variables most closely associated with overall satisfaction.

(1) 6, 7, and 8 factors, N=568, 52 satisfaction variables. In this analysis, which is the one reported in depth in this report, seven

variables which had high frequencies of zero responses ("Not relevant or not applicable") were omitted: these were "Provisions for maternity leave," "Opportunity for promotion," "Methods used in promotion of teachers," "Involvement in system decision-making," "Availability of teachers' aides," "Availability of substitute teachers," and "Performance of substitute teachers." Also omitted were the responses of 233 teachers who answered zero on any one of the remaining 52 satisfaction variables, that is, from the total of 801 in the sample, responses of 568 teachers were used. Responses of 7 ("Neutral") were transformed into 3.5, representing a midpoint. The seven-factor varimax solution provided the most logical clustering of variables.

(2) 6, 7 and 8 factors, N=368, 59 satisfaction variables. The 368 teachers whose responses were used in this analysis had no zeros in any response. Responses of 7 ("Neutral") were transformed into 3.5. Again the seven-factor varimax solution was the most logical.

(3) 6, 7 and 8 factors, N=324, 49 satisfaction variables. This solution deleted ten satisfaction variables which had high frequencies of 0 and 7 responses, and also omitted all respondents who had any 0 or 7 responses on the remaining 49 variables.

(4) 7 factors, N=801, 59 satisfaction variables. This solution was performed by omitting any responses of 0 and 7 for each pair of variables, so that variable N's were used for different pairs. The responses of all 801 teachers could therefore be used.

All four seven-factor varimax solutions were similar. Table 11 shows the solution referred to in (1) above. Names of the satisfaction

Table 11

Varimax Factor Solution for 52 Satisfaction Variables Using Seven Factors

Satisfaction Item	Factors and Factor Loadings (÷ 100)							Communality (÷ 100)
	1 Recognition and Status	2 Students	3 Resources	4 Teaching Assignment	5 Involvement with Administrators	6 Work Load	7 Salary and Benefits	
Attitude of society to education	7[illegible]	11	13	-05	-01	21	12	66
Attitude of parents to education	72	20	24	-03	01	15	02	64
Status of teachers in society	71	05	05	-01	03	18	26	61
Recognition by others	68	16	01	19	28	08	05	61
Sense of achievement	63	39	-09	21	17	07	11	64
OVERALL SATISFACTION	56	31	-04	33	24	15	19	63
Teaching as a life-time career	52	16	01	34	13	14	22	49
Intellectual stimulation	50	18	21	26	10	01	09	41
Social relationships in work	45	14	06	23	34	-13	08	42
Board/teachers consultations	44	-01	24	01	18	31	24	43
Attitudes of students to learning	21	77	12	-01	07	12	03	67
General behavior of students-school	09	76	12	01	18	05	02	63
General behavior of students-classroom	04	76	00	21	04	04	00	62
Average level of student achievement	20	70	25	06	06	08	10	61
Ability levels of your students	14	57	29	13	-03	11	10	47
Relationships with students	18	57	-12	21	21	-02	-01	46

Table 11 (continued)

Satisfaction Item	Factors and Factor Loadings (÷ 100)							Communality (÷ 100)
	1 Recognition and Status	2 Students	3 Resources	4 Teaching Assignment	5 Involvement with Administrators	6 Work Load	7 Salary and Benefits	
Availability of library resources	01	08	74	19	16	11	-03	62
Availability of a-v resources	03	08	73	14	16	11	02	60
Availability of community facilities	14	05	63	17	-05	-04	11	47
Distribution of resources in school	09	11	56	13	41	16	04	54
Useful in-service education	27	15	43	11	18	-06	33	43
Availability of diagnostic services	19	14	43	11	20	09	23	38
Physical conditions of classrooms	13	28	42	01	23	27	-02	39
Freedom to select teaching methods	11	11	11	67	25	08	08	56
Assignment to particular grade levels	08	11	19	67	10	21	01	56
Assignment to particular subjects	02	13	09	67	11	26	04	55
Freedom to select subject matter	15	07	11	64	13	06	14	49
Freedom to select teaching materials	06	08	35	49	21	14	03	44
Job security	05	10	12	40	37	14	32	45
Relationship with in-school administrators	00	14	06	20	75	14	08	65
Involvement in school decision-making	11	10	13	19	68	13	09	56
Administrators' expectations for you	17	08	09	21	57	29	15	52
Availability of useful advice	18	19	29	14	56	12	24	55
Physical conditions - staffrooms	13	06	31	-14	45	23	02	39
Relationships with other teachers	18	03	11	15	45	-08	09	29

Table 11 (continued)

Satisfaction Item	Factors and Factor Loadings (÷ 100)							Communality (÷ 100)
	1 Recognition and Status	2 Students	3 Resources	4 Teaching Assignment	5 Involvement with Administrators	6 Work Load	7 Salary and Benefits	
Available preparation time	11	-01	06	10	16	77	03	64
Amount of required preparation/correction	11	13	08	21	05	70	13	58
Number of hours taught each week	14	07	03	12	15	69	14	56
Number of hours non-teaching duties	12	04	16	07	15	58	16	43
Average class size	16	11	-01	21	-04	56	08	41
Timetabling of your classes	07	10	20	36	30	42	07	45
Use of experience in determining salaries	07	-04	01	19	03	03	64	46
Use of education in determining salaries	-05	-03	02	16	07	02	64	45
Salary	29	03	10	-01	06	24	55	46
Long-term salary prospects	42	02	18	03	12	27	50	55
Retirement benefits	15	13	-10	-05	17	10	49	33
Sabbatical leave provisions	26	07	10	-06	18	15	47	37
Opportunities for further formal study	26	11	33	18	05	-08	42	41
Collective bargaining procedures	39	-03	28	-09	04	21	36	41
Methods used to evaluate teachers	36	00	27	12	31	15	26	40
Teacher-parents reporting methods	32	17	28	33	05	06	26	39
Provisions for sick leave	12	06	19	31	-04	22	35	32
Eigenvalues	13.1	3.0	2.8	2.2	1.9	1.6	1.4	--
Percentage of total variance	25.3	5.7	5.4	4.2	3.7	3.1	2.7	--
Percentage of common variance	50.5	11.3	10.7	8.4	7.4	6.3	5.4	--

variables have been shortened from those used in the questionnaire. The numbers of variables loading at or above |0.40| on each factor and the ranges of loadings were as follows:

	N	Range
1. Recognition and Status	10	0.44 to 0.76
2. Students	6	0.57 to 0.77
3. Resources	7	0.42 to 0.74
4. Teaching Assignment	4	0.40 to 0.67
5. Involvement with Administrators	6	0.45 to 0.75
6. Work Load	6	0.42 to 0.77
7. Salary and Benefits	7	0.42 to 0.64

Four of the 52 selected variables did not load at or above |0.40| on any of the seven factors. Only two variables loaded above |0.40| on more than one factor, namely, "Long-term salary prospects" on Factors 1 and 7, and "Distribution of resources in school" on Factors 3 and 5.

"Overall satisfaction" occurred in Factor 1, Recognition and Status, with a loading of 0.56. The associated variables involved societal and parental attitudes, status, recognition, achievement, career intentions, stimulation, and social relationships. Again, as with the findings of the correlation coefficients, "Overall satisfaction" was found to be related more to the work of teachers than to aspects of the work environment such as allocation of resources, salary and physical conditions. These factor and correlation findings tend to confirm Herzberg's views on the "causes" of overall employee satisfaction.

CHAPTER 6

RESPONDENTS' PERSONAL SELECTION OF ASPECTS LEADING TO OVERALL SATISFACTION AND DISSATISFACTION WITH TEACHING

Respondents were invited to state those aspects which contribute most to their overall satisfaction and dissatisfaction with teaching as an occupation. Their responses were categorized under some general aspect headings as shown in Table 12. This table reports the percentages of those responding to this invitation who mentioned each aspect. The responses were also analyzed by age, sex, and grade level most commonly taught.

TOTAL DISTRIBUTION

Overall Satisfaction

By far the most dominant result was the reporting by 70.2 percent of those responding to this question, that "Working with students" was a factor contributing to overall satisfaction. This frequently involved the interaction with students and student achievement. The next most frequently mentioned aspects were "Relationships with other

Table 12

Percentage Frequency of Mention of Aspects which Contribute Most to Overall Satisfaction and Dissatisfaction of Respondents with Teaching as an Occupation

Aspects	Percentage of Respondents Mentioning each Aspect	
	As a Satisfier	As a Dissatisfier
Working with students	70.2	
Relationships with other teachers	18.9	5.6
Sense of achievement	14.5[a]	
Holidays	9.5	
Curriculum and program freedom	6.4	
Responsibility	5.2	
Recognition	4.6	
Length of working day	2.6	
Relationships with parents	1.7	
Advancement	1.0	
Job security	0.6	
Attitudes of society and parents to education		30.8
Administration and policies		30.2
Physical conditions		22.3
Student attitudes		12.7
Salary	4.5	9.0
Work load		8.6
Status of teachers		6.1
Budget restrictions		5.2
Quality of fellow teachers		3.2
Low standards of education		2.6
Supervisory practices		1.7
Other		3.8

[a]This means that 14.5 percent of all respondents who named at least one aspect which contributed most to their overall satisfaction with teaching identified an aspect which could be classified under "Sense of achievement."

teachers" (mentioned by 18.9 percent), "Sense of achievement" (14.5 percent), "Holidays" (9.5 percent), "Program and curriculum freedom" (6.4 percent), "Responsibility" (5.2 percent) and "Recognition" (4.6 percent). However, "Relationships with other teachers" was also mentioned by 5.6 percent as a source of overall dissatisfaction.

Overall Dissatisfaction

The three most commonly mentioned aspects contributing to overall dissatisfaction with teaching were "Attitudes of society and parents to education" (mentioned by 30.8 percent of respondents), "Administration and policies" (30.2 percent), and "Physical working conditions" (22.3 percent). Other aspects mentioned by at least 5 percent of the respondents were "Student attitudes" (12.7 percent), "Salary" (9.0 percent), "Work load" (8.6 percent), "Status of teachers" (6.1 percent), "Relationships with other teachers" (5.6 percent), and "Budget restrictions" (5.2 percent). However, "Salary" was also mentioned by 4.5 percent as a source of overall satisfaction.

DISTRIBUTION OF RESPONSES
CLASSIFIED BY SEX

Overall Satisfaction

The rank orders of percentage frequencies of mention of aspects which contributed most to the overall satisfaction of female and male respondents were very similar. Those aspects most frequently mentioned for each sex were "Working with students" (females 73 percent and males 67 percent), "Relationships with other teachers" (22 percent and 15 percent), and "Sense of achievement" (14 percent and 15 percent). Female teachers mentioned the following aspects considerably more frequently

than did male teachers:

	Females	Males
Relationships with other teachers	22.0%	15.1%
Curriculum and program freedom	9.0	3.2
Salary	5.6	3.2

Overall Dissatisfaction

The corresponding percentage frequency distributions for aspects contributing most to the overall dissatisfaction of female and male teachers were also very similar for both sexes. The three most frequently mentioned aspects were "Attitudes of society and parents" (31 percent females and 30 percent males), "Policy and administration" (30 percent and 31 percent), and "Physical conditions" (27 percent and 17 percent). The responses where major differences existed were as follows:

	Females	Males
Physical conditions	26.9%	17.0%
Salary	6.5	11.9
Work load	10.4	6.5
Relationships with other teachers	7.2	3.2
Budget restrictions	6.5	3.2

DISTRIBUTION OF RESPONSES
CLASSIFIED BY AGE

Overall Satisfaction

Some large differences occurred among percentages of mention in the nine age categories, but the irregular nature of the distribution precluded the formulation of any defensible generalizations concerning trends.

Overall Dissatisfaction

Two major conclusions emerge from examining the distribution of aspects contributing most to overall dissatisfaction for respondents classified by age. First, those under 40 mentioned "Salary" far more frequently than did those over 40: the respective frequencies were approximately 11 percent compared with 4 percent. Second, fairly uniform percentages of mention were made across all age categories concerning the major items of "Attitudes of society and parents," "Policy and administration," "Physical conditions," and "Attitudes of students."

DISTRIBUTION OF RESPONSES
CLASSIFIED BY GRADE LEVEL

Overall Satisfaction

The percentage frequencies of mention of aspects leading to overall satisfaction for teachers classified by grade level most commonly taught--kindergarten, elementary, junior high, senior high or special education--showed considerable similarity. The major differences were the following:

1. "Recognition" was mentioned by 10.5 percent of senior high teachers as compared with percentages ranging from 0 to 4.8 for the other groups;
2. "Working with students" was mentioned by 84 percent, 83 percent, and 77 percent of senior high, junior high and special education teachers respectively, but by only 65 percent and 53 percent of kindergarten and elementary teachers; and
3. The special education group mentioned "Salary," "Holidays," and

"Length of working day" considerably more frequently than did the other groups.

Overall Dissatisfaction

The most obvious differences in percentage frequencies for mention of aspects contributing most to overall dissatisfaction for teachers classified by grade level were as follows:

1. "Student attitudes" was mentioned by 17.5 percent of junior high teachers, by 14.4 percent of senior high teachers, and by 10.1 percent of elementary teachers;
2. "Attitudes of society and parents" was mentioned by 34.5 percent and 34.0 percent of elementary and junior high teachers respectively, by 26.0 percent of senior high teachers, and by 11.9 percent of special education teachers;
3. The special education group mentioned "Budget restrictions" more commonly and "Work load" less commonly than did the other groups; and
4. "Salary" was mentioned by 13.8 percent of senior high teachers but by 7.1 to 9.5 percent of teachers in the other groups.

ACTUAL RESPONSES--DISSATISFACTION

Far more comments were provided relating to overall dissatisfaction than to overall satisfaction. Further, the comments concerning dissatisfaction covered a much broader range of aspects. In order to provide an understanding of the opinions of respondents, some selected comments have been included. Some non-identifying but elaborating information has been provided about the respondents concerning sex,

grade level, subject taught most commonly, and years of teaching experience.

Attitudes of Society

A female elementary teacher (less than 5 years of experience):

> "We are treated by society as cultured 'blue-collar' workers--nothing more. We cannot defend our positions publicly for fear of our jobs. We must sit back and allow trustees who have never set foot in our school to rip us to shreds. That is like a teacher showing a doctor how to perform an operation. We must read politely the letters written by parents to the editors of our local newspapers, and not lift a pen in defense. We are expected to teach 35-40 children and give each child individual attention. We must be willing to include such things as gymnastics, house-leagues, sports, plays, enter music festivals, etc., in our own time."

A male junior high English teacher (5-15 years of experience):

> "A teacher's relationship with respect to trustees, administration, students, parents and society generally, is such that many day-to-day minor happenings within a school can be, and have been, magnified to the point of forcing resignations or precipitating dismissals without good educational reasons."

A male elementary teacher (more than 15 years of experience):

> "Government restrictions and involvement, public ignorance, and the media's anti-education attitude make a teacher wish he was working in some other field."

A female elementary teacher (5-15 years):

> "Teachers are constantly berated for their poor performance by media. How many people go to work almost every day hearing themselves negatively appraised, or reading it in the daily papers? This type of news reporting is perhaps one of the most damaging aspects of teaching, and is largely responsible for society's negative attitude toward teachers. It is also very damaging to the morale of a teacher, who is slaving to do her best. Failure for teachers is well defined, while no one clearly understands what makes for success.

Education is a prerequisite to many other occupations, and is one of the factors necessary to the continued future of mankind. It is high time our government and our society realize this, and give it the priority it deserves.

I would like to be able to enjoy teaching, while having time for a life of my own, and maintaining a standard of living which at least keeps up with rising costs. I should not have to ruin my health due to long hours, lack of rest, and tension, caused by job demands, in order to do this."

A female elementary music teacher (less than 5 years):

"The amount of emotional stress that is involved with working with students, and no recognition by the public that it is such an emotionally-draining experience."

A female senior high business education teacher (more than 15 years):

"Constant sniping at teachers by school board trustees and media with little, if any, support from school administrators."

A male senior high physical education teacher (less than 5 years):

"Being the year of the Olympic Lottery, it seems they want a $1,000,000 education for $10.00."

A male junior high mathematics teacher (5-15 years):

"Current government giving low status and priority to education."

Attitudes of Parents

A female elementary music teacher (5-15 years):

"The parents who fail to encourage their children, who give no guidelines in the home, and are home so seldom the child has no feeling of belonging or being important to anyone."

A female special education teacher (5-15 years):

"Uncooperative parents would certainly head the list as being a factor contributing to dissatisfaction with teaching. Also seeing neglected children who have faulty nutrition, little sleep, etc. and being unable to better their condition has a tendency to annoy me."

A female kindergarten teacher (less than 5 years):

"I feel especially frustrated when I refer children who need special help (e.g., speech problems) and their parents refuse to cooperate in taking their child to therapy."

A male junior high social studies teacher (5-15 years):

"Lack of support of 10-20 percent of parents. Their children usually need the most help. It is frustrating when parents feel we aren't 'doing our job,' when they admit giving up years ago."

A female elementary teacher (less than 5 years):

"More and more demand put on teachers by parents to 'take over the child's upbringing'!"

A female elementary teacher (5-15 years):

"Reporting to parents, while responsibility of a teacher, takes up far too much time, which could be better spent. Many parents do not understand the comments made, or do not wish to hear the truth, if it is not all positive. There are usually few improvements in the students' achievements or attitudes, even after interviews with parents."

A female elementary teacher (5-15 years):

"The expectations some parents have of the teacher. In some cases we are solely responsible for the up-bringing of the child."

A male junior high science teacher (less than 5 years):

"Many parents, I feel, view schooling as a disciplining service, the school as a 'baby-sitter' service, and education as a panacea."

A female elementary teacher (more than 15 years):

"Parents whose children are so involved in extra-curricular activities that they are too tired to learn. Very critical--but often short on praise."

A female junior high English teacher (less than 5 years):

"Some parents don't think we are working with them but rather against them and blame us for the problems their children have."

Attitudes of School Boards

A male senior high English teacher (5-15 years):

"The politicians involved on 'boards' making decisions for educators: politicians more interested in pursuing their own careers. The politics of the system in general creates too many problems, and the concerns of teachers are not given proper consideration. The system is large and very impersonal. Being treated as an individual with individual concerns, problems and ability, seems to be impossible. I sometimes feel that it's not what you do but who you know that counts most."

A female elementary teacher (5-15 years):

"I also resent people who know little about education--i.e., the school boards--criticizing my colleagues and myself and telling us what we are to do. I believe they cause a lot of the negative feelings about teachers."

A female elementary teacher (less than 5 years):

"The Board is constantly demoralizing teachers and generally mismanaging school business."

A female elementary teacher (5-15 years):

"The attitude of the School Board Trustees here, who seem only to be on a collective ego trip, and who seem to delight in putting down efforts of teachers and administrators to do a good job. They do more to thwart progress than help it along. Attitudes of the press who aid and abet the Board!"

A female junior high English teacher (less than 5 years):

"I've been given the impression that the school board is not working with us, e.g., overloaded classes, cut budgets, poor relations during, before and after negotiations."

A female junior high mathematics teacher (more than 15 years):

"School board members who know very little about education, and make no attempt to find out, even in their own areas."

A male junior high mathematics teacher (5-15 years):

"Why doesn't the public at large treat us as professional people and let us get on with the job we are trained to do. Trustees that see the teachers as the kids, and treat them as such."

A male junior/senior high physical education teacher (less than 5 years):

"I was an idealist my first year or so and was upset with more experienced teachers who would not become involved; I have joined their ranks. We are saddled with small-minded, penny-pinching boards who have little concept of what education should or could be."

A male junior high English teacher (more than 15 years):

"Our board is probably one of the better boards to deal with but there is still that 'master-servant' relationship."

A female elementary teacher (less than 5 years):

"The school board trustees always 'putting teachers down'."

A female elementary teacher (more than 15 years):

"Public attitude towards teachers cannot improve as long as the school board shows no respect for its teachers.

Continual debasing by the present school board with little recognition and praise for the many teachers I know who work holidays, evenings and weekends to the exclusion of any social life."

A male junior high business education teacher (more than 15 years):

"My biggest dissatisfaction is with school board members who are bigoted and prejudiced against teachers. Instead of working together as one team, board members continually try to plot against teachers."

A female elementary teacher (more than 15 years):

"I would like to see the teacher treated as a professional rather than as a lacky of an often-ignorant, vindictive school board."

Bureaucratic Structure and Attitudes of Administrators

A male junior high science teacher (5-15 years):

"Administrators have evaluated teachers without having seen them teach or have made reports based on hearsay or very short visits to ascertain an individual's professional and ethical capacities."

A female junior high English teacher (5-15 years):

"I am not concerned about any expectations dealing with my teaching, because generally I have found administrators incompetent and not having high standards for their staffs or for themselves, or for their schools for that matter."

A female junior high English teacher (5-15 years):

"I have been blessed with an excellent Language Arts Consultant for the past two years: however, I have found principals and the majority of administrators I've worked with to be of little or no help, support or assistance."

A male senior high physical education teacher (5-15 years):

"Attitude of administrators, that once they become administrators, they forget what it is like to be a teacher and do everything they can to please their boards."

A male senior high English teacher (more than 15 years):

"I haven't seen a consultant or administrator who could render worthwhile assistance for years. They seem to have too many problems of their own."

A female junior high mathematics teacher (more than 15 years):

"With the confusion in our school and thus the community, no one knows what is going on. I am generally regarded as a reasonably

good teacher by parents and former students, but the principal has stated openly that I must go because I dared to disagree with some of his decisions. He has never been in my classroom to observe during a lesson."

A female elementary teacher (5-15 years):

"Putting up with chauvinistic male administrators bossing me around."

A female elementary teacher (5-15 years):

"The administrator knows little about Division I activities and takes little time to listen closely or sympathize with problems."

A female senior high home economics teacher (less than 5 years):

"Lack of decision-making powers--treated very much like children by central office and administrators."

A female elementary teacher (more than 15 years):

"A principal who has no faith in his teachers and has no sense of humour."

A female elementary teacher (5-15 years):

"The restrictions placed upon us by the Division office along with its incompetency and inefficiency."

A female senior high home economics teacher (less than 5 years):

"Administrators at the school where I taught had no interest in what happened educationally in the classroom."

A female junior high home economics teacher (less than 5 years):

"No support from administration in cases of discipline."

A male senior high science teacher (5-15 years):

"The bureaucratic structure at present creates a stifling kind of environment which tends to thwart and frustrate the creative teacher."

A male senior high counsellor (more than 15 years):

"Everything is great except that our principal will not take responsibility to back the teachers in disciplinary and educational matters."

Attitudes of Students

A male senior high science teacher (more than 15 years):

"Too often, I feel as though I were a very expensive baby-sitter. Students arrive to take the classes I offer not remotely ready in terms of attitude, aptitude or achievement."

A male junior high drama teacher (5-15 years):

"Mostly I only find it bearable when I can gain a sense of detachment and proportion against the general uselessness and progressive insanities of the system. Unfortunately I spend too much of my time, energy and creativity in trying to make self-centred, boorish adolescents at least listen to what I have to offer."

A female elementary teacher (more than 15 years):

"Even in the elementary school, pupil insolence is the 'in-thing'."

A male senior high social studies teacher (more than 15 years):

"I find some classes easy to teach but always there are students who do not wish to learn and inevitably they get put with students wanting to learn, with the result that one has to divide them 'riding herd on the benchwarmers.' This does not make for good classroom rapport. It makes the teacher as edgy as some of the students by the day's end."

A female junior high physical education teacher (less than 5 years):

"Results don't matter to some students as they know they will pass to the next grade no matter what they do."

A female junior high home economics teacher (more than 15 years):

"The attitude of the majority of students at the Junior High level toward learning--what has happened to corrupt their values?"

A male elementary teacher (more than 15 years):

> "The 'I don't care' attitude of the pupils. Parents' support of poor student behavior."

A female senior high business education teacher (less than 5 years):

> "Overall I do not see high school students really valuing education, and consequently they do not, as a whole, set very high goals for themselves."

A male senior high art teacher (less than 5 years):

> "I find student attitudes to show lack of challenge, disrespect and spoiledness. The blame rests heavily on parents and also on our societal values."

A female elementary teacher (5-15 years):

> "Student attitudes, behavior, and achievement have declined, I feel, since I first started teaching. This would appear to be the result of changes in society, as well as in the school system. Schools may have become more humane, but I am not entirely sure that quality has been maintained in the process: the increasing responsibility which the educational system has accepted has also had an effect on quality."

A male senior high science teacher (5-15 years):

> "Having to supervise individuals who lack interest in school. Let them go somewhere else; we should not be operating a baby-sitting service."

Status of Teachers

A male senior high social studies teacher (5-15 years):

> "Social isolation--at times people, when discovering that they are talking to A TEACHER, freeze and look embarrassed."

A female elementary teacher (more than 15 years):

> "The contempt some of the public have for teachers. (Maybe in too many cases it is earned!) We see smatterings of it in newspapers, etc."

A female special education teacher (5-15 years):

> "It is depressing to try so very hard and then to go home and watch some boob on the TV talk about how greedy, corrupt teachers are ruining the children. The public places a high premium on the children's education, but a low premium on those who do the educating."

Work Load

A female senior high English teacher (less than 5 years):

> "Five years ago when I began teaching, I gave up many of my interests to devote 4-5 hours a night to school work. It did not bother me too much then, as I attributed it to first year teaching. However, four years later, I find that I still have to devote about 3 hours nightly to school if I am to be an effective, dynamic teacher. It's not just the correcting (which is heavy because I'm in English), it's the ordering of materials, seeking out of new methods, making of bulletin board displays, etc. that I find time-consuming. Then there's the pay which I feel is completely inadequate for the amount of work I do, the responsibility I assume and the hassle I put up with. I feel that my time spent, energy expended and expertise gained should be worth at least $20,000. However, because it is only worth $14,000 and very slowly climbing, because I want a fulfilling life that is not centred around school, and because the pay is never going to be commensurate with the hours, I do not think I will stay long enough to collect full pension."

A female elementary teacher (5-15 years):

> "Hours in my job are demoralizing. In order to try to do the work as I think it should be done, there are not enough hours left in a day, after my assigned load is completed. I work on schoolwork almost every night, weekend, and often on holidays. Dragging the work with me physically keeps it with me mentally, and makes the job extremely exhausting. While some teachers (with release time) may come home from school satisfied, I come home frustrated. Attempts to implement new ideas and methods only increase the frustration and kill the enthusiasm one feels upon first encounter. In most occupations the employees seem to find the work easier with the passage of time, as they devise a system for coping efficiently; but in teaching, curriculum changes (often for the sake of change, in the name of progress) are so much a part of the process, that one starts from scratch at the beginning of each school year. You might as well throw out everything you have done the year before."

A female kindergarten teacher (more than 15 years):

"I'd rather have smaller class loads and a smaller salary than be tense in trying to teach so many children with budget cuts in materials and lip-service paid to individualization."

A female senior high science teacher (more than 15 years):

"I should like to say that I think teaching loads for Grades 1, 2 and 3 are too heavy. Basically the pupil-teacher ratio is too high. How can one teacher do justice to teaching 25-30 Grade 1 children? It is my opinion that if you lose the students in Grades 1, 2 and 3, they are lost forever in the majority of cases."

A male junior high science teacher (5-15 years):

"The administration tell us that our pupil-teacher ratio in this school district is 17.8:1, yet every class in this school has an average of 32 students per instructional group."

A male senior high business education teacher (more than 15 years):

"Hours worked. Formerly the teacher's 45-50 hour week was not too far from other workers--but now other workers have 35-40 hour weeks."

A male junior high science teacher (more than 15 years):

"Students seem to be more difficult to teach now, perhaps more than ever before, due to extreme exposure to media and rapidly shifting morals and values in society--yet circumstances are contrived to mitigate against teaching, (e.g., rapidly changing curriculum which the teacher has to constantly adjust to, large classes, inadequate preparation time). This must stop or a teacher's job will be untenable. I would like to see a study done by medical personnel and educationists on the effects of stress in teaching, the results of which might be used to establish reasonable working conditions for teachers and, concomitantly, reasonable learning conditions for students."

A female elementary teacher (more than 15 years):

"Some of the best teachers I know are either quitting or thinking about quitting teaching. Many feel that the demands, responsibilities, and work load of teachers are not in any way commensurate with monetary or emotional gains. Why should we be 'dedicated' when no one else is? If we were not as dedicated we probably would see more provisions made for good education. In coping with poor situations we do education a disservice in the long run."

A female elementary teacher (less than 5 years):

"Allow teachers to get on with the job of teaching rather than being loaded down with and expected to teach everything society doesn't want to teach, e.g., values."

A female junior high physical education teacher (5-15 years):

"The damn busy work--collect school fees, collect picture money, fill out this form, etc."

Quality of Fellow Teachers

A male senior high English teacher (5-15 years):

"Teachers are unable to recognize that they are their own worst enemies when it comes to improving education. They accept everything as 'professionals' but aren't paid as well as labour. They don't have the intelligence to recognize nor guts enough to fight for needed change."

A male junior high second language teacher (5-15 years):

"The manner in which incompetents can continue to be present in so many classrooms."

A female elementary teacher (5-15 years):

"I feel there should be a method to 'cull' poor teachers firstly for the sake of the child who suffers in the classroom for a whole year sometimes with long-lasting bad results. Secondly, the teacher who gets the child next works doubly hard to bring him up to the standards."

A female kindergarten teacher (5-15 years):

"The trend has been over the past few years to make as few evaluations of teachers as possible. Because teachers really don't have to account for performance, a teacher earning $19,000 a year can do as little work as educationally possible and still get away with it. Also little evaluation being done on new teachers could enable them to compound problems they may already have before entering teaching as well as bad habits and attitudes they can pick up from fellow teachers!"

A female elementary teacher (less than 5 years):

"There are a number of poor, even destructive teachers, that are known and tolerated by the system."

A male elementary teacher (less than 5 years):

"But most of all, the teachers who are boorish, incompetent and inept, who spend their time complaining about it but never getting involved with kids."

A female elementary teacher (less than 5 years):

"Teachers (MOST) pat themselves on the back, thus figuring, pardon the expression, they are 'God's gift to Humanity'."

A female elementary teacher (5-15 years):

"I find most staffs are comprised of married women worrying about kids and home--mid-Victorian and boring."

A male elementary music teacher (5-15 years):

"The attitude of some teachers toward their work; doing the least amount of work in planning, teaching, etc."

A female junior high home economics teacher (5-15 years):

"Young teachers are well qualified, but their ENGLISH!! Often their standards of dress leaves much to be desired. They should be a model for their students."

A female elementary teacher (5-15 years):

"The fact that incompetent teachers are coddled by the system instead of ousted."

A female elementary teacher (less than 5 years):

"I feel that as a profession we do not make a real effort to improve the methods of teachers who are not teaching the subject matter well."

A female junior high English teacher (5-15 years):

"The subservient attitude of too many 'teachers'."

A female elementary teacher (less than 5 years):

"There are no qualified substitute teachers in this area. It is really frustrating to come back to your class after non-qualified substitutes have been there for a day."

A male junior high English teacher (more than 15 years):

"Many substitute teachers, at best, are inadequate babysitters who give every indication that they are afraid of the children they are placed in charge of. Sometimes it can take days to sort out the mess left by a one-day substitute teacher."

Salary and Bases for Determining Salary

A female elementary teacher (5-15 years):

"A young teacher cannot support a family on his/her salary. This does not seem fair for a person as well educated as a teacher. A teacher should receive enough to be sole support of a family while his/her family is young."

A male senior high social studies teacher (5-15 years):

"Salaries--when compared to those earnings of unskilled and semi-skilled; somewhat disheartening when the drop-out of last year's Grade 11 earns more than you do after 6 years of university training and several years experience. No wonder many kids feel that education is a waste of time--in financial terms they are right."

A male junior high physical education teacher (less than 5 years):

"There is no 'real' incentive to do a good job. For example, in business, the top salesman gets top wages. In teaching, the excellent, hard-working teacher in 4th year of teaching earns less than the lazy, fed-up complainer in 10th year of teaching. 'Merit pay' would be a good thing."

A male senior high mathematics teacher (5-15 years):

> "I believe that it is shameful that rural teachers are continually underpaid as compared to urban teachers. It almost suggests two grades of teachers. I am also highly critical of zone bargaining. Either we negotiate on a local level or we go to provincial bargaining."

A female elementary teacher (more than 15 years):

> "I'm dissatisfied with the way teachers are paid. Although I have one year training I'm a good teacher, have as much work to do as others with less than half the pay of others with less experience. I'm often given classes of low achievement and discipline problems because of my ability to cope with them and to motivate them to achieve."

A male senior high business education teacher (less than 5 years):

> "I am strongly opposed to the 11-year maximum on the salary grid. I feel 5 to 7 years is much more realistic."

A male junior high mathematics teacher (5-15 years):

> "The only way a person can make a larger salary in education is to be promoted out of the classroom. This is not very satisfactory to one who chooses teaching as a career!"

A female elementary teacher (more than 15 years):

> "The actions of the Qualifications Board in not recognizing degrees or courses in another province. I have recently acquired a B.Ed. degree in another province and the Qualifications Board refuses to recognize 3 courses, which are the equivalent to similar courses offered in The University of Alberta and The University of Calgary. Other out-of-province teachers have the same complaint."

A female kindergarten teacher (5-15 years):

> "My main complaint is with reference to out-of-province education not being treated as equal to that of Alberta."

Inconsistent Assignment

A male junior/senior high industrial arts teacher (more than 15 years):

> "As the only teacher of Industrial Arts in a small Junior-Senior High School, I am required to teach the multiple-activity program in at least twelve to sixteen different work areas. No matter how much extra time I put in, I can never do all the work that is required in preparation, maintenance, and upgrading of lesson materials."

A male special education teacher (less than 5 years):

> "I have been expected to initiate a 'resource room' program, for which neither I nor anyone else in the county has relevant training or experience."

A female junior high teacher (more than 15 years):

> "No consideration given to the fact that I am not trained as a librarian and I am not trained as a Junior High teacher. My expertise is in the elementary grades."

A female elementary teacher (less than 5 years):

> "Assignment to a field other than what I am trained for, or interested in (Music)."

Lack of Feeling of Accomplishment

A female junior high science teacher (more than 15 years):

> "Lack of feeling of accomplishment that was present 10 years ago."

A male junior/senior high physical education teacher (less than 5 years):

> "On looking back over a day, week, month or year and asking oneself 'what have we accomplished?' I am overwhelmed with an empty feeling. A purely gut feeling that I am wasting my time."

Change

A female senior high social studies teacher (more than 15 years):

> "Get rid of innovation that is never tested for results, and give the profession a needed respectability now that our so-called innovators are causing the public to suspect education."

A male elementary teacher (more than 15 years):

> "Introduction of so-called 'innovations' which are frequently an excuse for commercial firms to sell material."

A male elementary teacher (5-15 years):

> "Room for improvement is tremendous, yet movement is so slow and politically oriented that the focus of education becomes secondary and advancements slow enough to make them passé when implemented."

A female elementary teacher (more than 15 years):

> "Factors which I am dissatisfied with are the introduction of teaching methods that obviously have failed in other areas--bring in new methods of teaching which then become obsolete in a very short span of time, (Math, Science, Social Studies)."

Promotion

A male elementary teacher (more than 15 years):

> "Promotion depends on social skills, e.g., golfing, curling, drinking and membership in the PDK. I think this is wrong and dishonest. Ability in the class and experience and qualifications should count. It's silly to promote people with 2 or 3 years of experience and who scraped through the B.Ed. program. This kind of dishonesty may be peculiar to this system but it's very bad for school climate."

A female senior high social studies teacher (more than 15 years):

> "'Closed shop' administrators--this is a totally shameful condition. There is no way that female teachers can play a satisfactory role or be satisfied with teaching as an occupation while men are the benefactors of any and all plums that fall."

A female elementary teacher (less than 5 years):

"Promotion seems to be a matter of education and politics rather than competence."

A male junior high physical education teacher (5-15 years):

"No opportunity for advancement in the area of teaching within our district. (I do not see administration as an advancement.)"

A male junior high English teacher (5-15 years):

"In many cases, it appears that promotion depends upon who you know."

Declining Standards and Lack of Direction

A male elementary teacher (less than 5 years):

"With erosion of traditional values, it is difficult to give direction to the pupils and show them the virtue of such traits as honesty, responsibility and decency."

A male senior high English teacher (more than 15 years):

"The breakdown of the former alliance between home, school and church. This triangle formed a shelter for the young person during the sensitive years of growth. I feel that teachers federations have contributed to this process by deliberately undermining religious influences and parental rights, in the mistaken belief that the 'leaders of the profession' are the sole possessors of educational wisdom."

A male elementary teacher (5-15 years):

"The fact that teachers are now expected to teach everything to children. We have been given the task of shaping the child's mind, body, and soul. All this is expected yet the guidelines given us are either very vague or non-existent. We are accused simultaneously of teaching too much and too little; of being too strict and too lax; of interfering in childrens' problems and ignoring them."

A male senior high social studies teacher (more than 15 years):

"I feel that the 'social promotion' concept has done many students a disservice by pushing them upward into educational situations which they simply cannot handle. Result: frustration for them (and their teacher) and rebellion. Teachers should not be expected to handle students in their classes who have not reached an adequate level of achievement in previous grades."

A male senior high second language teacher (5-15 years):

"A rural teacher cannot insist on standards, as he is extremely vulnerable to professional and personal harassment."

A female elementary teacher (5-15 years):

"The slow decline of disciplinary standards in the schools is disheartening to many teachers."

A male senior high social studies teacher (more than 15 years):

"There seems to be a lack of direction at this time in Alberta in the educational field. This to me has resulted in a lowering of standards and a definite lowering of morale among teachers today."

A male elementary teacher (5-15 years):

"Permissiveness has made too many inroads into our schools. Any teacher who demands excellence from his students in their work is viewed as a 'Protestant Ethic' fanatic. Mediocrity is reigning supreme, our standards of scholarship are slipping, and student achievement is declining. Teachers who demand proper study habits, acceptable conduct and proper performance of their assignments are not supported by their principals."

A male senior high social studies teacher (5-15 years):

"This seems to be the age of continuous progress. However, in reality it has become continuous passing on to the next higher course, with little regard to some type of standards. The result is that a significant number of students are graduating with questionable abilities."

A male junior/senior high physical education teacher (less than 5 years):

> "Expectations and standards are constantly being lowered. What else is there to do, the students cannot or will not meet those established by a teacher--they pass regardless of their level of achievement. The student is happy, the parent is happy and what the hell! Isn't that what 'education' is all about?"

A male junior high science teacher (less than 5 years):

> "The policy of passing students whether their average is 80% or 20%--you can't teach a student Grade 9 material if the student is reading at a Grade 5 or 6 level and has not mastered pre-requisite material."

A male elementary music teacher (less than 5 years):

> "The students seem to show a total lack of respect for themselves, their teachers, and their parents. Dealing with the resultant problems in the classroom, on top of the normal difficulties that we may be expected to encounter, and the lack of tools to deal with these difficulties, has caused me great stress."

A male junior high social studies teacher (less than 5 years):

> "The lack of motivation that exists in our school due to the low passing mark the students need."

Job Security

A female elementary teacher (5-15 years):

> "There is little job security. One could be hauled up on charges by an irate parent at almost any time."

A female elementary teacher (less than 5 years):

> "As a first-year teacher, my job security is non-existent and evaluation is continuous with visits from principal and school division officials in my class."

A male senior high business education teacher (less than 5 years):

> "On the other hand, I feel there is too much job security in teaching and it fosters an attitude of 'Why should I improve, the teacher down the hall makes the same money and does half the work.' This only serves to bring teaching to its lowest common denominator."

Sundry

A female elementary teacher (5-15 years):

"The lack of say we have in policies directly affecting our classroom, e.g., I would like a new reading series but . . . ."

A male senior high school language teacher (less than 5 years):

"Some frustration in not knowing what influence I have on a student's learning."

A female senior high English teacher (less than 5 years):

"I hate the frustration of the poor learner in class."

A female elementary teacher (less than 5 years):

"The feeling of powerlessness in negotiations and in dealings within the system outside of my particular school is disconcerting."

A female elementary teacher (5-15 years):

"The frustration I feel when I am unable to help the student who needs the most help, i.e., the learning disabled or the hyperactive child."

A female junior high physical education teacher (more than 15 years):

"Lack of power of the teachers, and yet the huge responsibilities and burdens piled on us."

A male junior high mathematics teacher (more than 15 years):

"I hear from parents almost everyday a comment one seldom heard a few years ago, 'I can't do a thing with him/her'."

A female kindergarten teacher (less than 5 years):

"Regarding inservices--I am highly disillusioned with them. They are usually irrelevant and rather boring."

A male junior high second language teacher (5-15 years):

"I doubt if I will be teaching much longer, the frustrations are outweighing the pleasures."

A male senior high art teacher (5-15 years):

"Our own Association offers feeble explanations for teachers when there is an excellent case to be made."

A female elementary teacher (5-15 years):

"I dread the prospect of teaching as my life-time career, but at this stage, have little opportunity to change occupations. Perhaps I would feel less strongly on this point if I did not require the salary for my living."

A female elementary teacher-librarian (more than 15 years):

"Our staff room facility is dreadful--tiny, poorly ventilated--not much more than a large closet. Not enough seats. We have no other room for meeting, planning or for conferences.

I think the general behaviour of our students is adversely affected by our very crowded conditions. It is impossible to give so many individuals the help and encouragement that little children need when there are such heavy classloads."

A female senior high second language teacher (more than 15 years):

"My chief problem in my teaching day at present is the semester. I find the eighty-minute period difficult to use completely and profitably, the five-month period of instruction inconsistent with student development in my subject area and the possible eight month lay-off an incredible waste."

A female elementary teacher (less than 5 years):

"Opportunity for feedback on the work I am doing is limited as is the chance to meet with and exchange ideas with teachers who teach the same grade levels. No preparation time."

A male senior high vocational education teacher (5-15 years):

"The isolation of working alone without the interaction of peers even though students are there. I'm thinking of other jobs where conversation can continue with your fellow worker as you get the job done together."

ACTUAL RESPONSES--SATISFACTION

Working with Students

A male senior high mathematics teacher (more than 15 years):

> "Interactions with students--there is no greater satisfaction than that in hearing a student say 'I understand'."

A male junior high English teacher (less than 5 years):

> "The most satisfying part of the job is seeing a student improve and mature as a person."

A female elementary teacher (5-15 years):

> "When a student learns to master a technique; when a parent thanks you for doing something towards her child's adjustment to some problem; when a child says, 'I sure enjoy that--let's do it again!'"

A male junior high mathematics/science teacher (less than 5 years):

> "The students themselves contribute most to my overall satisfaction with teaching. Having students that want to learn gives me the most satisfaction. To see that glimmer of satisfaction for the student as he conquers a difficult concept is most rewarding. It makes my heart bubble with joy to have a student phone after not seeing him for a year or two. Students are the satisfying part of teaching."

A male elementary teacher of native students (less than 5 years):

> "The opening up and awakening of a shy, silent student provides satisfaction which far outweighs any frustrations experienced in the profession."

A male junior high second language teacher (5-15 years):

> "The idea that hits me once in a while is that in spite of all the frustrations and shortcomings of education, sometimes kids actually do learn! Even, sometimes, they have fun doing it."

A female elementary teacher (less than 5 years):

"I enjoy children--their enthusiasm, their keenness to change things. I like to feel the satisfaction of helping them to catch on to concepts which are necessary in further education. I enjoy seeing their looks of amazement and satisfaction as they see something for the first time."

A female elementary teacher (less than 5 years):

"The children make me feel that I'm important and necessary."

A female junior high mathematics teacher (5-15 years):

"When a child has not smiled for several days and then does smile (at me) I am elated!"

A female elementary teacher (5-15 years):

"A child's energy and enthusiasm awakened or rekindled to the joy of learning for learning's sake provides me with satisfaction."

A female elementary teacher (more than 15 years):

"I like children or I would never have stuck it out this long."

A female senior high home economics teacher (less than 5 years):

"If it weren't for the beautiful things that happen to me because of my students and a warmth I feel from them--there would be no satisfaction."

A female senior high business education teacher (less than 5 years):

"The interaction with students, many who remain friends for a long time after graduation. The feeling that you are giving something--not merely information, but giving students time to talk as young adults to you; giving them the chance to respect you as an adult and let them know you respect them."

A male elementary teacher (5-15 years):

"Students--their individuality, happiness, and enthusiasm. Variety of experiences! Nothing could match it."

A male elementary teacher (more than 15 years):

"That it is basically an honest occupation--that we are doing (or at least attempting to do) something worthwhile--that our role in society is an important one in contrast to many who earn well but contribute nothing to society."

A male senior high industrial arts teacher (less than 5 years):

"Only one: a conviction I have that what I am doing is worthwhile to individuals; that I am working to facilitate growth on the human level. I am allowing people to be free, to have and maintain dignity in a society that increasingly tends to destroy the spirit of man."

A female elementary teacher (more than 15 years):

"The most important service we can give to others is to discover and liberate human potential."

A female elementary music teacher (less than 5 years):

"The job is never boring. I feel I'm contributing something to society (on good days that is)."

A female elementary teacher (less than five years):

"I like the life of a classroom--everyday is different. If one day is bad you can try to improve on the next one. Also, as I teach I learn myself--things that I didn't know before I also learn about myself and about my students."

A female elementary teacher (more than 15 years):

"Loving my subject and being able to share it. The happiness of being a teacher which was what I wanted to be as long as I can remember."

A female senior high English teacher (5-15 years):

"The satisfaction of facing something different and challenging every day (usually)."

A male senior high English teacher (5-15 years):

"Teaching is a lot more intellectually stimulating than pouring concrete."

A female junior high teacher-librarian (more than 15 years):

"From my point of view, my job is a real pleasure."

Staff Relationships

A female elementary teacher (5-15 years):

"Working with a staff that has been open-minded and close-knit has given me tremendous satisfaction. Constant support and good feedback from fellow workers and central office people whom I respect."

A female elementary teacher (less than 5 years):

"If you had sent this questionnaire to all members of my staff, you would get the same response. We are basically happy with our teaching situation because fortunately we work in an excellent school. Our principal is one of the few classics."

A female elementary teacher (less than 5 years):

"The excellent quality of teachers and administrators in my school."

A female elementary teacher (more than 15 years):

"I work for a very fair and understanding school board whose administrators are most co-operative and interested in making our working conditions as pleasant and agreeable as possible."

A female kindergarten teacher (more than 15 years):

"A cooperative staff and principal."

A male elementary teacher (more than 15 years):

"My principal in particular and the supervisory staff in general are extremely helpful and understanding in helping me to teach in the best interests of students."

A female elementary teacher (5-15 years):

"We presently have a capable and 'child-conscious' principal who knows his students and sets high standards."

A female elementary teacher (5-15 years):

"I like kids and I work in a school where the administration is excellent!"

Achievement

A female elementary teacher (5-15 years):

"One can actually see the growth of the children from September to June and their happy reaction to school and learning."

A male junior high science teacher (less than 5 years):

"The chance to be an integral part of positive social change."

A female elementary teacher (less than 5 years):

"The hope that perhaps your students will, because of what they've learned both academically and socially, help produce a better next generation."

A female junior high mathematics teacher (more than 15 years):

"Former students, many of whom have shown great dissatisfaction with me and my methods, who have come back months or years later and have said that they have finally seen what I was trying to get them to see. They want to let me know how they are doing and are interested in what I am doing."

A male senior high science teacher (5-15 years):

"Discussions with intelligent students and staff about current biological problems and their possible situations. The challenge of presenting factual knowledge and concepts in a way that they can be mastered and applied to hypothetical or real situations, i.e., seeing some real achievement in my students."

Parents

A female special education teacher (5-15 years):

"The excellent parental response for our special program and the involvement they wish to have."

A female kindergarten teacher (more than 15 years):

"Nice, appreciative parents."

Holidays

A male elementary teacher (5-15 years):

"I hate to say it but it's the holidays. I used to get most satisfaction from the interaction with students; now I'm so tired that I look forward to holidays to recover."

Freedom

A female special education teacher (5-15 years):

"I like the freedom I have to organize and execute my whole job--very pleasant to know where I'm going in every subject area and with every child."

A female elementary teacher (5-15 years):

"I am responsible primarily to myself."

Recognition

A male senior high mathematics teacher (more than 15 years):

"Recognition from past students that they appreciated your efforts on their behalf."

Confidence

A female kindergarten teacher (5-15 years):

"To feel a confidence in the area you teach. To know that your nature balances and compliments your area of training and experience."

Understanding

A female elementary teacher (more than 15 years):

"I feel that teaching has certainly helped me build a close relationship with my own growing family and given me an opportunity for a better understanding of their needs and development. Perhaps irrelevant, but, sharing a profession in common with my husband, gives us a good degree of happiness as we share in common the factors affecting our way of life."

CHAPTER 7

DESIRED CHANGES IN WORKING CONDITIONS

Teachers were asked to state particular changes in their working conditions that they would like to see introduced by 1980. Table 13 shows the percentages of teachers responding to this question who mentioned each particular change--these percentages are presented for respondents to this question for each system and for the total.

OVERALL DISTRIBUTION

"Smaller classes" and "Increased preparation time" were mentioned by 46 percent and 41 percent respectively of all teachers who responded to this question. These two desired changes were easily the most frequently mentioned. Other desired changes mentioned by at least five percent of all respondents were "Increased paraprofessional help" (12 percent), "Decreased supervision duties" (9 percent), "Higher salaries" (7 percent), "Improved physical plant" (7 percent), and "Increased involvement in decision-making" (5 percent).

Table 13

Percentages of Respondents, Classified by System, Who Mentioned Particular Changes That They Would Like to See Introduced by 1980 in Working Conditions of Teachers

Mentioned Change	Edmonton Public	Edmonton Separate	Calgary Public	Calgary Separate	Red Deer Public	Red Deer Separate	Lethbridge Public	Medicine Hat Separate	Fort McMurray Separate	Red Deer County	Forty Mile County	Grande Prairie County	Strathcona County	Bonnyville S. Division	High Prairie S. Division	Yellowhead S. Division	Wainwright S. Division	Canmore Public	St. Paul Public	Sherwood Park Separate	Northland S. Division	Total
N-respondents	69	38	78	29	28	33	41	38	32	27	28	12	72	17	18	34	31	16	32	13	37	
Smaller classes	48	50	50	55	61	36	54	45	34	37	32	58	49	24	56	38	61	25	31	77	46	46
Increased preparation time	46	47	56	48	36	36	34	58	25	26	32	58	32	59	33	29	55	25	38	56	38	41
Increased para-professional help	12	5	9	24	11	15	2	3	22	11	14	42	15	--	6	18	16	19	3	--	16	12
Decreased supervision duties	6	11	4	3	7	15	10	3	16	19	21	25	3	12	11	27	3	--	6	15	5	9
Higher salaries	9	13	10	--	7	9	2	3	9	15	7	--	3	12	--	15	6	6	6	15	3	7
Improved physical plant	9	5	3	3	7	3	12	5	6	--	14	--	10	12	6	6	3	19	--	8	8	7
Increased involvement in decision-making	9	5	5	10	--	3	5	3	9	4	4	--	13	--	6	3	--	6	--	--	3	5
Provide more equipment	6	8	1	3	4	3	7	3	3	--	7	--	3	--	6	12	7	6	--	--	14	5
Provision of professional development days	4	5	5	7	--	--	5	3	6	7	14	--	4	--	6	3	--	--	--	--	8	4
Increased professional help	--	11	9	7	4	3	2	3	--	7	--	--	3	6	11	--	3	--	--	--	8	4
Provide more supplies	6	5	4	3	7	6	2	--	6	--	4	--	3	18	--	6	--	--	--	--	3	4
Province-wide salary parity	--	--	--	--	4	--	5	--	--	7	11	8	1	--	11	3	3	13	6	--	8	3
Merit pay for teachers	6	3	1	--	4	--	--	--	3	7	--	--	3	--	--	9	--	6	3	--	3	3

DISTRIBUTION BY SCHOOL SYSTEM

The data in Table 13 show that substantial percentages of respondents in most of the 21 school systems supported the introduction of "Smaller classes" and "Increased preparation time." Percentages in the four largest systems were all above the overall provincial percentage. Percentages of respondents mentioning "Smaller classes" ranged from 24 percent (Bonnyville School Division) to 77 percent (Sherwood Park Separate School District). The percentage range of respondents mentioning "Increased preparation time" was 25 percent (Fort McMurray Separate School District and Canmore Public School District) to 59 percent (Bonnyville School Division). However, the small number of respondents in some systems, for example 17 in Bonnyville School Division and 16 in Canmore Public School District, means that these percentages may not be representative of all teachers.

For the other changes listed in Table 13, quite wide variations occurred in percentages of teachers mentioning the desired change. "Increased paraprofessional help" was mentioned by 42 percent of the 12 Grande Prairie County teachers, but by none of the 17 Bonnyville School Division teachers or the 13 Sherwood Park Separate School District teachers. Little useful information can be gained from the other percentages as most of them were under 10 percent, and those above 10 percent were commonly from small school systems.

DISTRIBUTION BY AGE

Substantial support for "Smaller classes" existed across all age categories of respondents, with percentages of mention ranging from

Table 13 (continued)

	Edmonton Public	Edmonton Separate	Calgary Public	Calgary Separate	Red Deer Public	Red Deer Separate	Lethbridge Public	Medicine Hat Separate	Fort McMurray Separate	Red Deer County	Forty Mile County	Grande Prairie County	Strathcona County	Bonnyville S. Division	High Prairie S. Division	Yellowhead S. Division	Wainwright S. Division	Canmore Public	St. Paul Public	Sherwood Park Separate	Northland S. Division	Total
N-respondents	69	38	78	29	28	33	41	38	32	27	28	12	72	17	18	34	31	16	32	13	37	
More curriculum specification	4	3	1	--	4	3	--	5	--	4	4	--	3	6	--	3	--	--	7	--	--	3
Firmer discipline in school	--	8	--	--	4	--	--	3	6	7	4	--	4	--	--	3	3	6	--	--	2	2
Change in structure of school year	1	--	5	--	--	--	2	5	3	--	4	--	4	--	--	12	--	--	--	--	--	2
Less curriculum specification	6	3	1	--	--	3	--	--	3	--	7	--	1	--	--	--	6	6	--	--	5	2
Pay for extra-curricular activities	1	3	4	3	--	--	--	3	3	7	--	--	1	--	--	3	3	--	--	8	3	2
Assignment to areas of specialization	3	8	1	10	--	3	--	--	--	4	4	--	--	--	6	--	--	--	--	--	3	2
Better sabbatical leave provisions	--	3	3	--	4	--	7	3	3	4	7	--	3	--	--	3	3	--	--	--	--	2

37 to 52. "Increased preparation time" was more of a concern for teachers in the 25-49 age range (percentages 42 to 51) than for teachers under 25 (32 percent mention) or 50 and over (about 30 percent mention). The only other desired change which showed a marked trend among age groups concerned "Salary," which was mentioned by 12 percent, 8 percent, 10 percent, and 7 percent of respondents in the 20-24, 25-29, 30-34 and 35-39 age groups, but by considerably smaller percentages in the higher age groups.

DISTRIBUTION BY SEX

"Smaller classes" was mentioned by about 45 percent of both female and male teachers. Female teachers mentioned the three other most frequently desired changes more often than did male teachers--these were "Increased preparation time" (46 percent by females c/w 37 percent by males), "Increased paraprofessional help" (14 percent c/w 10 percent), and "Decreased supervision duties" (12 percent c/w 5 percent). Male teachers mentioned "Higher salaries" more commonly than did female teachers (9 percent c/w 6 percent), and also "Merit pay" (4 percent c/w 1 percent).

DISTRIBUTION BY GRADE LEVEL

A substantial percentage of teachers in all grade levels desired "Smaller classes." The percentages of each group mentioning this were as follows--elementary (51), junior high (49), senior high (43), kindergarten (39), and special education (36). "Increased preparation time" also received widespread support, with percentages

of mention being kindergarten (46), elementary (44), junior high (42), senior high (39), and special education (38).

"Decreased supervision duties" was mentioned by 21 percent of the special education teachers and 12 percent of the elementary teachers, but by only 6 percent and 4 percent of the junior and senior high teachers respectively. The provision of "Increased paraprofessional help" was mentioned by between 10-14 percent of all groups, except the kindergarten teachers who did not mention this aspect. "Higher salaries" occurred in 9 percent of the responses of senior high teachers, in 7 percent of those from junior high teachers, and in 4 percent and 2 percent of responses from elementary and special education teachers respectively.

ACTUAL COMMENTS

Some of the comments provided by the respondents are presented below.

Smaller Classes

A male junior high science teacher (5-15 years experience):

> "No class should be over 20 if you are to do any degree of individualization of study."

A female elementary teacher (5-15 years):

> "Class size reduction would allow more time to work individually with slow students and challenge bright ones."

A female elementary teacher-librarian (more than 15 years):

> "Reduced class loads at the primary level, especially as we have special education children integrated in the classes. There should be no more than 25 in a class."

Increased Preparation Time

A female elementary teacher (less than 5 years):

"I would like to see an equalization of preparation periods for elementary, junior and senior high teachers."

A male senior high social studies teacher (more than 15 years):

"Not only at the high school level, but at all levels of education, teachers need and deserve more preparation time to be able to do their best job."

A female elementary teacher (5-15 years):

"Preparation time every day for teachers to do some of the 'curriculum writing' that the department guides show is necessary. Who has time to write a book?"

Curriculum and Program Development

A female elementary teacher (less than 5 years):

"Better curriculum: for example, a reading unit should come complete with questions and exercises so I don't spend hours trying to make up tests and questions. This would leave me more time for actual teaching. The workbooks accompanying the readers are a farce and an insult to modern children."

A female elementary teacher (more than 15 years):

"We need the freedom to be able to develop our curriculum but without the constant necessity to do so."

A female junior high mathematics teacher (less than 5 years):

"I would like to see more resource materials available for the beginning teacher, to provide an outline as to how to approach and handle content."

A female elementary teacher (5-15 years):

"Society seems to think that whatever areas parents or other members of society fail in, should then be pushed into schools, i.e., drug education, sex education, etc. I feel society has to realize that teachers have a special role--but not as a cure-all for all the ills of today's child."

A male junior high English teacher (5-15 years):

> "Many of the accusations levelled at education by society are probably well-founded, and until a satisfactory educational program is evolved, the status of teachers will be low. Parents and society generally are hostile: government, as representatives of the mass of society, must take a positive lead in evolving objectives acceptable to society."

Quality of Teachers

A female junior high English teacher (5-15 years):

> "In 7 years of teaching I've yet to see teachers being evaluated. Even the most incompetent, uncaring individuals are shuffled around from school to school, and are protected by the ATA."

A female senior high social studies teacher (more than 15 years):

> "Weed out 'radical' teachers."

A female elementary teacher (more than 15 years):

> "I would like to see a better screening of teachers as to their aptitude toward teaching."

A female special education teacher (5-15 years):

> "Would like to see more intensive and extensive evaluation of teachers--and a closer check on those being considered for employment."

A female elementary teacher (less than 5 years):

> "Of course, there are teachers who shirk their responsibilities and get by with the minimum amount of work. Unfortunately these are the teachers who get the publicity. Teaching should be like any other job--the incompetent get fired."

Promotion of Teachers

A male senior high art teacher (5-15 years):

> "'Promotion' of teachers is a misnomer. It has been made synonymous with becoming an administrator of some kind. Promotion should involve more salary, more research time, but not a removal from teaching. (Is it a 'promotion' for a surgeon to become an administrator?)"

A male senior high science teacher (more than 15 years):

"There should be promotion within the 'teaching' profession (as distinct from 'administration'). I have noted that, generally, non-teaching administrators are more concerned with window-dressing and their own political aspirations than with the real function of schools--that of teaching-learning."

A female elementary teacher (5-15 years):

"I would like to see a 'master' teacher in each school, given 1/2 days or full days, to assist teachers who have teaching, curriculum, or other problems."

Leave Provisions

A female elementary teacher (more than 15 years):

"Maternity leave should be more of a personal arrangement between the mother and a sensitive, understanding School Board."

A female special education teacher (5-15 years):

"I feel that teachers should be allowed to use their sick leave for caring for their own family when they are ill. As it is, we lose salary for being absent when attending to our sick children! Yet how can a teacher do a good job when she has a seriously ill child at home?"

Retirement

A female junior high physical education teacher (less than 5 years):

"Age of retirement is too high for this type of job."

A male junior high business education teacher (more than 15 years):

"The one thing I am most concerned about is our pension plan. A teacher should be able to retire with full pension after 30 years of service. I would like to see this as No. 1 priority on all negotiations with the government."

Sundry

A female elementary teacher (more than 15 years):

"Get rid of school boards. Let education be run by the professionals."

A female elementary teacher (5-15 years):

> "I tend to feel that provincial bargaining would be more efficient and perhaps more effective at the present time. A tremendous amount of time and money is expended in each jurisdiction, and this seems to be such a waste."

A male junior high counsellor (5-15 years):

> "I think school should not be compulsory--if you're not interested you shouldn't be there. (This includes all students from Grade 1-9.) While there are only a few, when compared to the total, this minority group can make school a very difficult place for teachers and other students."

A male junior high science/mathematics teacher (less than 5 years):

> "To me our young people are the most important resource so their education should be our number one priority. Therefore I believe more money should be available to school systems."

A male senior high second language teacher (5-15 years):

> "As teachers we are too defensive about our methods and content. We should be more willing to question what we are teaching and how to teach it."

A male senior high science teacher (more than 15 years):

> "External exams at the Grade 9 and 12 level should be reinstated in some form because some sort of standards are desparately required."

A female elementary teacher (more than 15 years):

> "I would like to see a trend to conventional type of teaching where we as teachers know where we are going. Set standards and goals."

A male elementary-junior high teacher (5-15 years):

> "The autocratic-dictatorial powers of the A.T.A., which is the who's-who club of the profession."

A male senior high social studies teacher (more than 15 years):

> "The semester program must go. In order to teach effectively a relationship between students and teachers must develop which makes both comfortable--4 months of 80-minute classes prevents this from happening. Much greater parental involvement in schools should be promoted."

A male senior high social studies teacher (5-15 years):

> "The abolition of the composite High School concept in favor of schools with either academic or vocational or mental health emphasis, i.e., schools which know their specific purpose."

A male senior high English teacher (5-15 years):

> "Education provided to trustees, so they could understand the true function of teachers, would greatly enhance their opinions of our work load."

CHAPTER 8

COMMENTS AND CONCLUSIONS

In this chapter the major findings are summarized and some comments and conclusions related to these findings are presented.

MAJOR FINDINGS

Highest Satisfaction Levels

The highest percentages of respondents who answered any one of "Highly Satisfied," "Moderately Satisfied," or "Slightly Satisfied" occurred on items involving (1) relationships with students, teachers and administrators, (2) freedom to select teaching methods, subject matter and teaching materials, (3) the teaching assignment, and (4) job security.

When the responses which identified those aspects that contribute most to overall satisfaction were categorized, 70 percent of the responses related to "Working with students." The next most common categories were "Relationships with other teachers" (19 percent), "Sense of achievement" (15 percent), and "Holidays" (10 percent).

Highest Dissatisfaction Levels

The highest percentages of respondents who answered any one of "Highly Dissatisfied," "Moderately Dissatisfied," or "Slightly Dissatisfied" occurred on items involving (1) attitudes of society and parents to education and teachers, (2) consultative and decision-making procedures, (3) available preparation time, and (4) methods used in evaluation and promotion of teachers.

When the responses which identified those aspects which contribute most to overall dissatisfaction were categorized, 31 percent related to "Attitudes of society and parents," 30 percent to "Administration and policies," 22 percent to "Physical conditions," 13 percent to "Student attitudes," 9 percent to "Salary," and 9 percent to "Work load."

Desired Changes

Of those respondents who identified changes that they would like to see made in the working conditions of teachers by 1980, 46 percent named "Smaller classes," 41 percent "More preparation time," 12 percent "Increased paraprofessional help," 9 percent "Decreased supervision duties," 7 percent "Higher salaries," 7 percent "Improved physical plant," and 5 percent "Increased involvement in decision-making."

Differences in Satisfaction Levels for Various Groups

Some generalizations concerning percentages "satisfied" overall are presented below for various groups based on grade level taught, geographical distribution, major subject taught, sex, consistency of assignment, age, teaching experience, qualifications, and working status of spouse.

Grade level. The percentages "satisfied" overall for teachers classified by the grade levels most commonly taught were 95 percent for special education, 89 percent for elementary, 85 percent for kindergarten, 79 percent for senior high, and 78 percent for junior high. The respective means were 5.0, 4.7, 4.6, 4.6 and 4.4, which were all well above the theoretical mean of 3.50 for a normal distribution.

When considering only elementary, junior high and senior high teachers, the following generalizations were obtained. Percentages "satisfied" overall declined with increasing grade level for the following aspects: salary, sabbatical leave provisions, involvement in system decision-making, performance of on-call substitutes, ability levels of students, attitudes of society, and opportunities for useful in-service education. Percentages "satisfied" increased with increasing grade level only for one aspect, namely, available preparation time. The junior high group had the lowest percentage "satisfied" with the aspects of attitudes of students to learning, behavior of students in classes, and attitudes of parents to education. The junior high and senior high teachers were both equally less "satisfied" with the provision of teacher aides than were the elementary teachers.

Geographical distribution. Teachers employed in the four Calgary and Edmonton school districts were as a group substantially more satisfied with their physical conditions, resources, and sabbatical leave provisions than were the group of teachers employed in the other 17 systems. However, the Calgary/Edmonton teachers were substantially less satisfied with available preparation time, class size, system decision-making procedures, opportunity for and methods used in

promotion of teachers, amount of required preparation and correction, availability of teacher aides, status of teachers, and performance of on-call substitute teachers. The percentages expressing overall satisfaction for the Calgary/Edmonton and other groups were 81 percent and 85 percent respectively.

Junior high and senior high subject groups. When the percentages "satisfied" were compared for junior high and senior high teachers categorized by the major area of their teaching assignment--"counselling," "fine arts," "humanities," "mathematics/science," "physical education" and "practical education"--certain substantial differences were noted. The physical education group had by far the lowest percentage "satisfied" on the following aspects: overall satisfaction, hours of non-teaching duties, recognition, opportunity for further study, and opportunity for useful in-service education. This group also shared the lowest percentage "satisfied" with teaching as a life-time career (approximately equal with the counselling group), timetabling of the teaching assignment (with mathematics/science group), attitude of students to learning (with mathematics/science group), and long-term salary prospects (with counselling and mathematics/science groups).

The lowest percentages "satisfied" with salary were obtained for the counselling and mathematics/science groups, and with required preparation/correction time for the fine arts group.

The counselling group had the highest percentage "satisfied" on overall satisfaction, hours of non-teaching duties, hours taught, available preparation time, and required preparation/correction time.

Sex. The greater overall satisfaction of female teachers with teaching (87 percent as compared with 80 percent for male teachers) was reflected in substantially higher percentages "satisfied" on salary, long-term salary prospects, status of teachers, attitudes of society to education, retirement benefits, availability and performance of substitute teachers, opportunity for promotion, methods used in promotion, and hours of teaching duties each week. Only on available preparation time, distribution of resources in schools, required preparation/correction time, and physical conditions of classrooms were the percentages of "satisfied" male teachers more than five percent higher than for the female teachers.

Consistency of assignment. The group of respondents who stated that their teaching assignment was consistent with their training and experience was substantially more "satified" on distribution and availability of resources and their subject and grade level assignments. On overall satisfaction, the "consistent assignment" teachers were 84 percent "satisfied" as compared with 80 percent for the teachers who stated that their teaching assignment was not consistent with their training and experience. The "inconsistent assignment" teachers were substantially more "satisfied" on salary and general behavior of students.

Age. The percentage "satisfied" tended to increase with most items as age increased, but the relationships were often curvilinear and irregular.

Experience. Beginning teachers were the least "satisfied" with distribution of resources in the school and with provision of professional assistance.

Teachers who had been in their present school for more than 20 years were less "satisfied" on some items, such as opportunity for promotion. Those in their first year of teaching in a particular school were also less "satisfied" on some items, e.g., assignment to teach particular grade levels. However, as with age, many distributions of percentages "satisfied" for groups with different number of years of experience, whether total or in a particular school, were frequently irregular.

Qualifications. The percentages expressing overall satisfaction tended to decline from the group with one year of university education (96 percent) to the group with two or more Bachelor's degrees (71 percent) and then increase for the group with at least one Master's degree (89 percent). This group with two or more Bachelor's degrees also had the lowest percentage "satisfied" on several items, such as provision for sabbatical leave. Those with more than one Master's degree were least "satisfied" on opportunity for useful in-service education, along with some other items.

Working status of spouse. The group of female teachers whose husbands were employed as educators was substantially less satisfied on 15 aspects related to career, salary, sabbatical leave, status, decision-making procedures, promotion, substitute teachers, hours of non-teaching duties, social relationships, and diagnostic services than were the group whose working husbands were not employed as educators. Of this group 82 percent expressed "overall satisfaction" as compared with 88 percent for the group whose working husbands were not educators.

Similarly, the group of male teachers whose wives were employed as educators was substantially less satisfied on 19 items than was the group of male teachers whose working wives were not employed as educators. Of these 19 items, ten, which were mainly related to salary, bargaining, consultation, promotion and status, were the same as for female teachers whose husbands were employed as educators. The former group of male teachers had extremely low percentages "satisfied" on attitudes of society (10 percent) and parents (24 percent). Their percentage expressing "overall satisfaction" was 76 as compared with 81 for male teachers whose working wives were not educators.

When groups of female and male respondents whose spouses were employed as educators were compared, the female respondents had substantially higher percentages "satisfied" with items related to salary and retirement benefits, students, methods used to evaluate teachers, attitude of society, and useful in-service education opportunities. The male respondents showed a higher percentage "satisfied" only on available preparation time.

The group of female respondents whose employed husbands were not educators showed substantially higher percentages "satisfied" on 10 items than did the equivalent male group--these items were approximately similar to those mentioned directly above. Only on collective bargaining procedures did the male group show a substantially higher percentage "satisfied."

COMMENTS

Satisfaction

The finding that a large proportion of teachers are satisfied with their classroom work and personal relationships should be gratifying to many who are concerned with current developments in education. Those items which had the highest means and highest percentages "satisfied" generally related to work aspects over which the teachers themselves had considerable control. The relatively low ranking of "sense of achievement in teaching" can be perceived as unfortunate, although understandable in view of the nature of the instructional and evaluation processes.

Dissatisfaction

In addition to helping maintain high levels of satisfaction with the items mentioned above, educational administrators should attempt to remove sources of serious dissatisfaction as these can be counterproductive.

When compared with the satisfaction items, those items identified as sources of overall dissatisfaction and/or possessing high percentages "dissatisfied" involved aspects over which teachers, either individually or collectively, have less control. Of particular importance in this regard are the attitudes of society and parents towards education and teachers. Jenkert, in reviewing Schoolteacher: A Sociological Study, by D.C. Lortie, remarks for the U.S. situation, "Teachers have had a bad press for some time now, and have been treated as second-class citizens by reformers and activists, school district administrators,

and educational researchers." If teachers continually perceive that negative attitudes exist in society towards themselves and their work, then an adverse effect upon the work of teachers is not inconceivable. Development of such perceptions appears to be generated to a considerable extent by the media. Cartoons such as those which appeared in the Winnipeg Free Press of September 27, 1976, and The Edmonton Journal of December 10, 1976, (see following pages), and unnecessary sensational press coverage of any revealed aspects of questionable behavior by individual teachers, can readily lead to a feeling of the existence of negative societal attitudes. However, the media may not accurately reflect the general feeling of society towards the educational enterprise.

In this regard, McConaghy (1976:63-65) discusses the low status of the teaching profession in the United Kingdom, and concludes that "The most potent factor in this era of mass communications is the continuing poor image of the teaching profession as portrayed by the mass media." He feels that writers and media producers show a time lag in their portrayal of teachers and their work. But McConaghy sees "no automatic solution" to remedying this poor image. Sometimes advertising campaigns are advocated, but their value is questionable as McConaghy (1976:62) states:

> Probably the best investment would be to make a concerted effort to impress on teachers the importance of public relations with their various publics. How teachers relate to their students, how they conduct themselves in their community, how concerned they are with justice and social issues, how competent they are as teachers, will determine to a large extent their public image. Unfortunately, a few incompetent teachers in a community can destroy the image of the whole teaching profession.

While the above remarks can help to explain how society can develop undesirable attitudes towards education and teachers, they do not fully account for teachers' perceptions of unsympathetic attitudes of parents. Many teachers are in much closer contact with parents than they are with media personnel, and accordingly are capable of exerting greater influence over parents than over the media. Two European references show that this "teacher-parent problem" is not confined to North America. Ferir (1977:25) states that teachers are rather suspicious of parents and that parents ". . . come to regard themselves as increasingly estranged from an educational process which bears no resemblance to the one they knew as children." In commenting upon discussions about behavior of children in Britain, an editorial in The Daily Telegraph (1977) expressed this view: "It would be a pity if that solemn exercise 'the great education debate' were allowed to degenerate into a slanging match between parents and teachers. This, however, seems to be exactly what is happening . . . ." However, changing circumstances in home life must be recognized, particularly with respect to increases in the number of working mothers and the number of single-parent families. These probably have many effects upon attitudes of parents and the help that parents can give their children. Understanding of these changes and of the evolving nature of school-home relationships seems to be vital. This topic is receiving increasing attention in the literature; for example, one excellent essay has been recently provided by Bettleheim (1977).

The high levels of dissatisfaction expressed by the respondents with procedures used in decision-making and consultation were unexpected

in view of the considerable publicity given during the 1970's to the advantages of increased participation. Some of the teachers' comments on this matter indicate that trustees and administrators should carefully evaluate their decision-making and consultation procedures. Similarly, the methods used in evaluating and promoting teachers were not viewed favorably. Perhaps a need exists to make the procedures used in these two functions more explicit.

Possible Changes in Working Conditions

Efforts should also be undertaken to understand and remove some of the causes of dissatisfaction with respect to decision-making and consultation procedures, lack of preparation time, methods used in evaluating and promoting teachers, and sabbatical leave provisions. Now that many working conditions are negotiable at the local school system level, teachers could be more active in attempting to alter aspects with which they are dissatisfied. Teachers can also attempt to bargain for smaller classes, which was the 1980 change receiving greatest support from the respondents, and for more paraprofessional help. Of course, some of these changes require increased funding, which may be beyond the scope of a local school board. Nevertheless, some of the high dissatisfaction items, such as methods used in evaluating teachers, can be altered with little or no increase in spending.

In 1976 a pamphlet entitled "Alberta teachers are great . . . but they could be bitter: Alberta schools are good . . . but they could be better" was distributed throughout Alberta by The Alberta Teachers' Association. The ATA attempted to publicize the need for

smaller classes and reduced time spent in classes. These two changes were the same as those desired most by the respondents in this study. Substantial justification seems to exist to support these claims. With reduced curriculum specification, teachers now have to spend more time in "curriculum development" than was previously the case. Not only does this affect the educational program that individual teachers devise for their classes, but the backgrounds of experience which students bring to each class is now far more varied. When these factors are coupled with the emphasis upon more individualization of instruction to meet individual needs, the demands of teachers for more preparation time and for smaller classes appear to be defensible.

Differences in Various Groups

Apart from comments on the overall findings as presented above, some remarks on differences in satisfaction levels for some of the groups formed by using demographic variables are also appropriate.

The decline in overall satisfaction and satisfaction with a substantial number of significant aspects of work as grade level of respondents increased should be of interest to teachers and administrators. This study did not point out ways by which the satisfaction levels of secondary school teachers could be increased, although improvement in some working conditions such as in-service education and sabbatical leave may be warranted.

The lower satisfaction levels of Calgary/Edmonton teachers on many items can be partly explained by the generally heavier teaching load that they appear to have. Size of system may also help to explain some of the feelings of these teachers employed in the larger cities.

Without doubt, the low satisfaction level of junior and senior high physical education teachers is worthy of further and more detailed examination. Also, lower satisfaction levels of the mathematics/science group seem to warrant investigation, particularly on the dimensions of salary and attitude of students.

The greater satisfaction of female teachers supports findings of previous studies. Explication of reasons for these results may partly lie in lower expectations of female teachers (see for example, Gruneberg, 1976:xi). In view of the current debate about opportunities for female teachers in administrative positions, the relatively greater satisfaction of female teachers than male teachers with opportunity for promotion and methods used in promotion seems to refute some of the charges of discrimination against women.

More care in providing assistance to beginning teachers and in assigning them to teach appropriate grade levels are called for by the results of this study.

The substantially lower overall satisfaction level of the group with two or more Bachelor's degrees is hard to explain, and may be worthy of further examination, possibly by interview.

The generally lower satisfaction level of groups of both male and female teachers who were married to spouses employed as educators possesses considerable interest. The most likely explanation may be that the home environment produces opportunities for reinforcement of attitudes.

CONCLUDING COMMENT

The main purpose of this study was to obtain information concerning how teachers in Alberta felt about their work and working conditions. A considerable amount of information, both quantified and expressed as personal opinions, was obtained. Some interpretations of reasons for the findings and some implications for practice were presented. However, elaboration of interpretations and implications requires the involvement of practising teachers and administrators. Hopefully the information in this report will provide the basis for further fruitful discussion.

A quotation from Gruneberg (1976:xi) provides an appropriate conclusion:

> What then can studies of job satisfaction offer the practitioner . . .? There is no panacea, no magic wand which will transform alienated individuals into happy, contented, hardworking, high-quality, high-quantity producers.
>
> . . . . . .
>
> Studies of job satisfaction . . . serve to emphasize that to tackle the problems of job satisfaction involves an understanding of what expectations and values individuals have, and an understanding that such expectations and values can vary from group to group, and between individuals within a group.

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QUESTIONNAIRE

SATISFACTION WITH TEACHING AND EMPLOYMENT CONDITIONS

STUDY DIRECTOR: Dr. E. A. Holdaway, Department of Educational Administration, The University of Alberta, Edmonton T6G 2G5

Section A

CC

1-3

1. Name of your school jurisdiction _____ School District / School Division / County — 4-5

2. Which **one** of the following best describes your present position? — 6

   1. Early childhood (pre-Grade 1)
   2. Elementary (Grades 1-6)
   3. Special education
   4. Junior high (Grades 7-9)
   5. Senior high (Grades 10-12)

3. Which **one** of the following best describes your **major** teaching assignment? — 7-8

01. English	08. Second language	15. Business education
02. Science	09. Social studies	16. Vocational education
03. Math	10. Physical education	17. Outdoor education
04. Art	11. Home economics	18. Elementary education
05. Music	12. Industrial arts	19. Early childhood education
06. Drama	13. Religious studies	20. Reading
07. Library	14. Counselling	21. Special education

4. Is your major teaching assignment consistent with your training and experience? — 9

   1. Yes 2. No

5. What is your sex? 1. Female 2. Male — 10

6. What was your age on January 1, 1976? — 11

   1. 20-24
   2. 25-29
   3. 30-34
   4. 35-39
   5. 40-44
   6. 45-49
   7. 50-54
   8. 55-59
   9. 60 and over

7. How many years of experience do you have as an educator? (Count the **present year** as a full year.)

   (a) Total _____ years — 12-13

   (b) In your present school _____ years — 14-15

   (c) In your present district/division/county _____ years — 16-17

8. What is the highest level of education you have attained? — 18

   1. One year of university or equivalent
   2. Two years of university or equivalent
   3. Three years of university or equivalent
   4. Bachelor of Education
   5. Bachelors degree and teaching diploma
   6. Two or more bachelors degrees
   7. Masters degree
   8. Two masters degrees
   9. Doctorate

9. (a) Does your spouse work full-time? 1. No 2. Yes (3. Not married) — 19

   (b) If "Yes", is your spouse also employed as an educator? 1. No 2. Yes — 20

Section B

Rate your degree of satisfaction.
Circle the selected number.

WORKING CONDITIONS	Neutral	Highly Satisfied	Moderately Satisfied	Slightly Satisfied	Slightly Dissatisfied	Moderately Dissatisfied	Highly Dissatisfied	Not relevant OR not applicable
21. The way in which teacher board collective bargaining is conducted in Alberta.	7	6	5	4	3	2	1	0
22. The way in which consultation between board and teachers concerning working conditions is conducted during the school year.	7	6	5	4	3	2	1	0
23. Salary you receive.	7	6	5	4	3	2	1	0
24. The use of level of education in partly determining salaries.	7	6	5	4	3	2	1	0
25. The use of length of teaching experience in partly determining salaries.	7	6	5	4	3	2	1	0
26. Retirement benefits provided by the Teachers' Retirement Fund.	7	6	5	4	3	2	1	0
27. Provisions for sabbatical leave.	7	6	5	4	3	2	1	0
28. Provisions for sick leave.	7	6	5	4	3	2	1	0
29. Provisions for maternity leave.	7	6	5	4	3	2	1	0
30. Number of hours you teach per week.	7	6	5	4	3	2	1	0
31. Number of hours of non-teaching duties assigned to you per week.	7	6	5	4	3	2	1	0
32. Preparation time available to you during the official school day.	7	6	5	4	3	2	1	0

TEACHING-RELATED MATTERS								
33. Your opportunity for promotion.	7	6	5	4	3	2	1	0
34. Expectations of administrators for you as a teacher.	7	6	5	4	3	2	1	0
35. Methods used in promotion of teachers.	7	6	5	4	3	2	1	0
36. The prospect of classroom teaching as your life-time career.	7	6	5	4	3	2	1	0
37. Your long-term salary prospects in education.	7	6	5	4	3	2	1	0
38. Methods used to evaluate teachers.	7	6	5	4	3	2	1	0
39. The distribution of resources within your school.	7	6	5	4	3	2	1	0
40. Your relationships with in-school administrators.	7	6	5	4	3	2	1	0
41. Your job security.	7	6	5	4	3	2	1	0
42. Your relationships with other teachers.	7	6	5	4	3	2	1	0
43. Physical conditions of staffrooms and staff offices.	7	6	5	4	3	2	1	0
44. Availability of useful advice to assist you with problems you encounter in teaching.	7	6	5	4	3	2	1	0
45. Your involvement in decision-making in your school.	7	6	5	4	3	2	1	0
46. Your involvement in decision-making in your district/division/county.	7	6	5	4	3	2	1	0

Do you have COMMENTS on any of the above matters?

Section C

Rate your degree of satisfaction.
Circle the selected number.

TEACHING MATTERS	Highly Satisfied	Moderately Satisfied	Slightly Satisfied	Neutral	Slightly Dissatisfied	Moderately Dissatisfied	Highly Dissatisfied	Not relevant OR not applicable
47. Your freedom to select subject matter for classes you teach.	7	6	5	4	3	2	1	0
48. Your freedom to select teaching methods.	7	6	5	4	3	2	1	0
49. Your freedom to select teaching materials within the constraint of available funds.	7	6	5	4	3	2	1	0
50. Timetabling of your teaching assignments.	7	6	5	4	3	2	1	0
51. Your assignment to teach particular grade levels.	7	6	5	4	3	2	1	0
52. Your assignment to teach particular subjects.	7	6	5	4	3	2	1	0
53. Average size of classes you teach.	7	6	5	4	3	2	1	0
54. Amount of preparation correction required by your teaching assignment.	7	6	5	4	3	2	1	0
55. Availability of library resources.	7	6	5	4	3	2	1	0
56. Availability of audio-visual resources.	7	6	5	4	3	2	1	0
57. Availability of teachers' aides to assist you.	7	6	5	4	3	2	1	0
58. Physical conditions of your classrooms.	7	6	5	4	3	2	1	0
59. Availability of substitute teacher services when you wish to be absent for professional activities.	7	6	5	4	3	2	1	0
60. Performance of on-call substitute teachers who teach your classes when you are absent.	7	6	5	4	3	2	1	0

STUDENT-RELATED MATTERS								
61. Your relationships with students.	7	6	5	4	3	2	1	0
62. Attitudes of students towards learning.	7	6	5	4	3	2	1	0
63. General behavior of students in the school.	7	6	5	4	3	2	1	0
64. Average level of student achievement.	7	6	5	4	3	2	1	0
65. Ability levels of students taking your classes.	7	6	5	4	3	2	1	0
66. General behavior of students in your classes.	7	6	5	4	3	2	1	0
67. Methods used in reporting pupils' attitudes and achievements to parents.	7	6	5	4	3	2	1	0
68. Availability of diagnostic services.	7	6	5	4	3	2	1	0

Do you have COMMENTS on any of the above matters?

Section D

Rate your degree of satisfaction.
Circle the selected number.

OCCUPATION-RELATED MATTERS	Neutral	Highly Satisfied	Moderately Satisfied	Slightly Satisfied	Slightly Dissatisfied	Moderately Dissatisfied	Highly Dissatisfied	Not relevant OR not applicable
69. Status of teachers in society.	7	6	5	4	3	2	1	0
70. Attitude of society towards education.	7	6	5	4	3	2	1	0
71. Attitudes of parents towards education.	7	6	5	4	3	2	1	0
72. Your sense of achievement in teaching.	7	6	5	4	3	2	1	0
73. Recognition by others of your work.	7	6	5	4	3	2	1	0
74. Social relationships in your work.	7	6	5	4	3	2	1	0
75. Intellectual stimulation in your work.	7	6	5	4	3	2	1	0
76. Opportunities for further formal study (i.e., in university, college or institute).	7	6	5	4	3	2	1	0
77. Opportunities for useful in-service education.	7	6	5	4	3	2	1	0
78. Availability of facilities in your community for recreation, fine arts, etc.	7	6	5	4	3	2	1	0
79. Your overall level of satisfaction with your job.	7	6	5	4	3	2	1	0

Section E

80. Would you be willing to be interviewed for about 30 minutes on the topic of "Satisfaction with Teaching and Employment Conditions"? 1. Yes 2. No

What changes would you like to see introduced by 1980 in the working conditions of teachers?

Which factors contribute most to your **overall satisfaction** with teaching as an occupation?

Which factors contribute most to your **overall dissatisfaction** with teaching as an occupation?

THANK YOU FOR YOUR COOPERATION.

Would you please return your questionnaire immediately after completion.